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ABSTRACT

SCORE FOR COLLEGE was implemented in Orange County, California, public schools, to increase college and university eligibility among underrepresented high school students, through information, tutorial, and motivation programs concerning college admission. Directed primarily at students from minority ethnic groups, those from low income families, and females, the program included: (1) a summer residential program, which provided two intensive, 1-week sessions on creative writing, study skills, and college admission information; and (2) a school-year activities component, which provided counseling and tutoring services, activities to motivate students to aspire for college, and parent involvement activities. Evaluation of the program as it was implemented in five Orange County school districts, indicated the following accomplishments: (1) increased eligibility for admission to and increased actual enrollment at the University of California, among underrepresented groups; (2) participants' increased sensitivity to and acceptance of persons from different backgrounds; (3) improved attitudes toward school, self, and teachers; (4) improved academic performance; (5) better study habits; and (6) increase in the number of college aspirants. (MJL)

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A SURVEY OF SCORE FOR COLLEGE
An Extra Curricular College Preparation Program

A Project
Presented to the
Faculty of
California State University, Fullerton

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Education

by
Sharon Gail Johnson

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ABSTRACT OF PROGRAM

Purpose of Project

SCORE FOR COLLEGE was developed to improve those factors which enhance the college and university eligibility of 9th through 12th grade underrepresented students. The project is designed to inform, tutor, and motivate students and their parents regarding their admittance to the higher educational institution of their choice. As a result of SCORE FOR COLLEGE, these students have:

1. Increased their awareness of the academic and career opportunities available to them,
2. Improved their study skills and academic performance at the high school level,
3. Increased their enrollment in college preparatory subjects while in high school, and
4. Completed pre-college testing requirements (PAST and SAT or ACT).

Project Operation

The project has been implemented in two phases--one taking place in an intensive summer residential program and the other being carried out within the framework of the traditional school year.

Phase I, the Summer Residential Program, concentrates on improving student study habits and writing skills through intensive workshops provided in the academic and motivational environment of a university. This aspect of the program lasts for one full week during each project year, setting the stage for the school year program.

Phase II, School-Year Activities, includes four major components: Tutoring, Counseling, Activities, and Parent Information.

The Tutoring Component provides academic support to project participants in study skills and college preparatory classes. Trained university students tutor at project high school campuses on a weekly basis.

The Counseling Component provides individual counseling aimed at increasing enrollment in college preparatory subjects.

The Activities Component, through campus University Partners Clubs, provides speakers, films, field trips, and other presentations to motivate students to aspire toward and prepare for college. Students are informed of and motivated to complete pre-college testing and admission requirements.

The Parent Component is vital to the success of Project SCORE. It provides information, motivation, and support to parents of project participants.

Each component is directed and supervised by professional staff. University students are employed as component coordinators to hire, train, and supervise a staff of student workers. The staff of student workers, also university students, serve as tutors, counselors, club advisors, and residential assistants throughout the program. The use of university student workers provides project students with personal contact and positive role models at a minimal cost to the project. The project director provides the overall coordination to insure communication and cooperative efforts between the components.

This program was awarded Exemplary Status by the California Department of Education in 1982 and is currently available for replication through the Orange County Superintendent of Schools Office.

CHAPTER I

INTRODUCTION

SCORE FOR COLLEGE was developed to increase college and University eligibility in underrepresented high school students. In order to accomplish this goal, the program was designed to inform, tutor, and motivate students and their parents regarding their admittance into the higher educational institution of their choice.

Students from certain ethnic backgrounds (American Indian, Black, Hispanic, and Pilipino), low income students, and women do not traditionally prepare themselves in high school for admission into and success at the higher educational institution of their choice.¹ SCORE FOR COLLEGE was active in Orange County schools and was successful in increasing the University of California eligibility rate of participating students through an extra-curricular college preparatory program.

SCORE FOR COLLEGE was a developmental/innovative ESEA Title IV-C project, piloted in 1979, and awarded exemplary status in

¹Office of Outreach Services, University of California System-wide Administration. Beyond High School Graduation: Who Goes To College? A Report on a University of California Survey of the High School Class of 1975, May, 1978, p. 17-29.

1982. SCORE operates out of the Orange County Department of Education in cooperation with the University of California, Irvine.

Social Significance

...Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

"The Road Not Taken" - Robert Frost

The spirit which underlies these famous lines is one of courage, adventure, and challenge. It is the same spirit which brought about the SCORE FOR COLLEGE program proposal. Although many students meet the challenge of education through a combination of their own drive and efforts and support from their school, home, and community, far too many students face life with untapped potential. The barriers to equal educational opportunity which exist in the educational system can be removed through the cooperative efforts of parents, educators, and the community-- efforts which encourage young students who have traditionally terminated their formal schooling on or before high school graduation to take "the road less traveled by" and to seek their full educational and career potential.

Colleges and universities traditionally admit small numbers of students each year through a process called "special

action,"² in an effort to decrease underrepresentation within their student bodies. With technological society upon us, colleges and universities are continually raising their admission standards to better prepare our youth for the life they will inherit. Supreme Court decisions such as that rendered in the Bakke case³ have challenged the fairness of granting special action admission to the underrepresented, and the effectiveness of such efforts is currently under scrutiny. The entire profession of education is crying for a better prepared population and seeking ways to increase the eligibility pool of underrepresented students through improved high school preparation rather than through special action admissions.

Demographic conditions have changed dramatically over the last two decades, but educators have not changed to meet the needs created by this condition. There exists a great need for the reeducation of staff to address this situation. Teachers report a desire to know more about the students they serve and a willingness to learn; however, the students they face in their classrooms are not typical of those about which they studied in colleges and universities. This reeducation must occur to assure

²Office of Outreach Services, University of California System-wide Administration, University of California Student Affirmative Action Plan, p. 3., May, 1978.

³Austin, Alexander. College Dropouts: A National Profile, ACE Research Reports, Vol. 7, No. 1, February, 1982.

that the underrepresented students in California classrooms are challenged to achieve and supported by the system rather than defeated--albeit by default rather than by intent.

In the future, equal representation of all groups at the university will be assured only by the success of elementary, intermediate, and secondary schools in adequately preparing their students for postsecondary work. Adequate representation within the professions will be assured in the future only by success of secondary and postsecondary institutions in equipping students with those skills and abilities necessary to survive once admitted into higher education and to grow and change within their professions. Only then can we claim allegiance to the American dream of equal opportunity to all, regardless of race, national origin, or creed.

Background to Problem

America is the land of opportunity; America is the land where dreams come true. Yet, within our great society there exist populations that rarely reach their goals--populations that cannot seem to access "the good life." These groups of people, in an educational setting, tend to drop out of high school. Small percentages of those who graduate enter a four-year college or university. Even smaller percentages enter graduate school to receive advanced degrees.

Some would have us believe that the underrepresented remain uneducated because they choose to do so--that the key lies

within motivation and desire. Some would blame the situation on social causes, suggesting that changing the community in which they live must come before education can be equalized. Others blame the schools or the parents. Some would even be so brazen as to suggest that intelligence varies between ethnicities and that certain groups of people cannot be expected to excel. Within education itself, the "blame game" continues. University administrators say they cannot be expected to equalize until high schools graduate larger numbers of university eligible minority, low income, and female students. High school personnel says the entering classes from junior high schools are declining each year in basic skills. The junior high school staff talks of declining achievement levels from entering seventh graders... and so goes the cycle.

Recognizing the differences in quality education, the Supreme Court, in the famous 1955 case of Brown vs. Board of Education of Topeka,⁴ ordered the integration of public schools. This overturned the Plessy case of 1896, stating that the doctrine of "separate but equal" has no place in American public education. Resulting from this decision, major efforts to integrate and provide quality education to our youth or color became a priority. Schools responded to this mandate in different ways, and the past

⁴Benedetti, Eugene, California School Law. California Bonanza Publishers, 1982.

few years within education can be depicted with strife and experimentation. Until the current administration dramatically reduced budgets, this problem was given priority at both the Federal and State levels. Massive recruitment efforts were launched in all segments of higher education, and various strategies to help the underrepresented were researched. The evolution of this experimentation includes, but is not limited to, the following key programs and efforts:

1. Academic Enrichment Programs
2. Community College Transition Programs
3. Early Outreach Partnership Programs
4. Educational Opportunity Programs
5. EOP/S Consortium Efforts
6. MESA (Math/Engineering/Science Achievement) and MESA-type programs
7. Professional Development Programs
8. Special Services for Disadvantaged Students
9. Student Affirmative Action Outreach Programs
10. Upward Bound Programs

With a history of approximately 15 years, these programs have been successful in providing college/university access to low income and minority students and in providing support to them after they enter the university. Consistent progress has not been made, however, in helping these students prepare themselves in high school for success in postsecondary coursework.

After the first major gains were made, minority representation in higher education again declined. In the California Postsecondary Education Commission (CPEC) report of 1977, researchers concluded that "there is no evidence to indicate that progress has been made in the past four years to increase the preparation of ethnic/minority enrollment in public postsecondary education..."⁵ and that the goal of overcoming, by 1980, ethnic underrepresentation in their student bodies would not be achieved.⁶

In an effort to respond to this problem, the need for innovative approaches and programs at the junior high school and high school levels was addressed. This resulted in the Elementary and Secondary Education Act (ESEA) Title IV-C designating the preparation of minority and low income students for admission into higher education a Critical Need for 1979 funding. SCORE FOR COLLEGE was a response to this critical need and has been successful in preparing Orange County underrepresented students for university eligibility.

Research Questions

What factors contribute to the problem of underrepresentation? How can they be addressed?

⁵California Postsecondary Education Commission. Information Digest, 1977, p. 28.

⁶Ibid.

Is an extra-curricular program effective in raising student aspirations?

What factors need to be considered in improving academia within this population?

How can parents be involved in the information/academic support/motivation process?

Delimitations

The problem of underrepresentation is a social problem. All levels of society contributed to its creation; all levels of society must channel resources in a constructive manner to bring about its solution. We must stop looking at who is to be faulted for the problem, adding fuel to the futile "blame game," and begin seeking a solution. The cooperation of all segments of education, parents, government, and community is crucial to the fostering of educational and societal equity for our youth. The agencies that contributed to the creation of this problem cannot be dealt with in isolation if a lasting solution is to be achieved.

A change in the way educators perceive the minority student is necessary in order to avoid the student being stereotyped into non-academic career programs in high school. It is not the purpose of SCORE FOR COLLEGE to deal directly with this problem. Within the schools where the program is active, however, it is anticipated that this change will begin to occur

and it is hoped that schools, themselves, will take action to deal with the problem of stereotyping.

Curricular changes in high schools must occur before the problem of underrepresentation can be solved. Although this need is drastic, it is not the purpose of SCORE FOR COLLEGE to make curricular changes. It is hoped, however, that as a result of improved student attitude and performance, the program will inspire educators toward curricular change. This need is so drastic that already Federal and State educational committees are preparing legislation to make these changes--not just for the underrepresented, but for all students.⁷ It is hoped that, as a result of efforts such as SCORE FOR COLLEGE, the minority student will benefit positively from such change rather than again being the victim of the times.

Attitudinal change must occur on the part of teachers, administrators, counselors, and students in order for underrepresentation to be reversed. It is not the purpose of SCORE FOR COLLEGE to deal with teachers regarding this problem, although it is anticipated that an improved attitude and willingness to learn on the part of students will bring about a renewed commitment on the part of teachers. The SCORE program will deal

⁷The Academic Senates of the California Community Colleges, the California State University, and the University of California. Statement on Competencies in English and Mathematics Expected of Entering Freshmen. Distributed by The California Round Table on Educational Opportunity, November, 1982.

directly with student and parent attitude as it relates to achievement, higher education, and schooling. It is hoped that cultural understanding will be a part of teacher inservice programs being developed throughout the state; it is believed that most teachers want to better understand and challenge their students and will be open to inservice.

Staff development for professionals who teach college preparatory curriculum is necessary in order for lasting change to occur. It is not the purpose of this program to provide that staff development although it is recognized that this must take place if high school teachers are to adequately prepare their students to succeed in higher education, regardless of their ethnicity.

Students, school, and parents are the prime contributors to student achievement. SCORE FOR COLLEGE will deal primarily with the student and the parent, with the cooperation of and within the framework of public schools. The program is extra-curricular and provides student/parent support in areas of information, motivation, and academia.

Role models within the professions are a vital part of student success and play a key role in solidifying aspirations. For this reason, the SCORE program will provide role models from local universities, utilizing both student, faculty, and staff professionals. SCORE will also seek role models from within the professions so students can more readily identify

with the career to which they aspire.

Through SCORE FOR COLLEGE, a model approach for solving the problem of underrepresentation has been sought. This approach includes a Summer Residential Program, Counseling, Tutoring, Activities, and Parent Involvement. It is recognized that each community is unique and that ethnic characteristics vary from one community to another. For this reason, the model developed provides a framework around which other communities can build their own unique program. Those benefitting from this program can add to it their own expertise and reap even greater benefits than those of the base program.

For purposes of this study, schools were selected by socioeconomic status, ethnic make up, and proximity to the participating university. The latter criteria was necessary because the program was staffed by university students working part time, and their travel time was limited.

Five Orange County schools participated in the base program. They were: Santa Ana High School, Valley High School, Saddleback High School (all from Santa Ana Unified School District), El Modena High School (from Orange Unified School District), and Tustin High School (from Tustin Unified School District). Two schools participated in the field testing of the program. They were Los Amigos High School and Santiago High School (from the Garden Grove Unified School District).

Students within the schools were selected in junior high

school by their teachers and counselors. All students were identified as having the potential to succeed in college but lacking some factor that would make that goal a reality. That lacking factor could have been motivation, achievement, financial resources, or parental support. Students were either low income or from one of the four ethnic backgrounds determined to be underrepresented in higher education. Students were no more than two grade levels behind in achievement and were not identified as gifted. Later studies revealed, however, that gifted students from underrepresented groups were in need of this support⁸ and the SCORE staff has recommended that this criteria be deleted in future selections. All students had previously participated in the University of California Early Outreach Partnership program in junior high school. A copy of the detailed selection criteria may be found in Appendix A.

Definitions

Underrepresented: Those students who enter four-year colleges and universities at a lower rate than does the average white male. Included in this group are persons from the following ethnicities: American Indian, Black, Chicano/Mexican American, and Pilipino; persons from low income families; and females.⁹

⁸Treisman, Uri. University of California, Berkeley, California. Interviews, 3 February, 1980, through 12 March, 1983.

⁹Office of Outreach Services, University of California Systemwide Administration. University of California Student Affirmative Action Plan, May, 1978, p. 4.

The definition was created prior to the influx of the current Indo-Chinese populations, and there is currently discussion on whether or not to add them to the target population. Normally, in Orange County, the Indo-Chinese population would qualify on the basis of income; they have been a part of this study. Recently, Pilipino students have excelled in university admission rates.¹⁰ There is discussion underway as to whether they should be maintained. Although their admission rates are high, graduation rates for higher degrees currently remain low; thus there is a reluctance to discontinue services.

Special Action Admission: A process by which students may enter a four-year college or university without having met the regular admission requirements. This admission process typically allows six per cent of the entering class this privilege. The six per cent is distributed as follows: two per cent to Athletics, two per cent to the Educational Opportunity Program, and two per cent to the Chancellor's Discretion.¹¹

A-F Admission Requirements: Those courses required for admission into the University of California. A list of these requirements can be found in Appendix B.

¹⁰California Postsecondary Education Commission. Information Digest, 1982, p. 29.

¹¹Thomas, Kogee. University of California, Irvine, California. Interviews, 10 October, 1979, through 12 March, 1983.

CHAPTER 11

RELATED RESEARCH

The Need

National. Throughout the nation, minority students who manage to complete high school enter higher education at much lower rates than do their white counterparts. Eighty-three per cent of all Whites graduate from high school; of that group, 38 per cent enroll in college and 23 per cent eventually complete college. In contrast, 72 per cent of all Blacks graduate from high school; of that group, 29 per cent enter college and 12 per cent ultimately graduate from college. The picture is more dismal for Chicanos. Chicano students only graduate from high school at a rate of 55 per cent; of those, 22 per cent enter college and only 7 per cent ultimately graduate from college.¹²

Statewide. The major ethnic groups in California, with the exception of Asian Americans, are underrepresented in higher education. In 1977, the California Postsecondary Education Commission (CPEC) released a report stating that its earlier goal of overcoming this underrepresentation by 1980 would

¹²Austin, Alexander W. Minorities in Higher Education, San Francisco, Washington, London: Jossey-Bass Publishers, 1982, p. 26.

probably not be achieved.¹³ The year 1980 has come and gone; underrepresentation remains an unsolved problem. The 1980 report of CPEC states:

There is no evidence to indicate that the overall participation and representation of Black students has improved...The overall participation and representation of Chicano students in postsecondary education have increased over the past several years, but these increases have not kept pace with the growth of the Chicano population in California.¹⁴

The July, 1980, Addenda to the Director's Report from CPEC indicates a decline in the percentage of black underrepresented students attending both the University of California and the California State Universities and Colleges during the 1979 Fall enrollment period. The decline in Black students at the California State University and College system during that period is a decline in actual enrollment as well as per cent of total enrollment.¹⁵

¹³California Postsecondary Education Commission. Information Digest, 1977, p. 28.

¹⁴California Postsecondary Education Commission. Equal Educational Opportunity in California: Postsecondary Education Part III, March 17, 1980, p. 17.

¹⁵California Postsecondary Education Commission. Director's Report. Evaluation of Student Affirmative Action Programs, July, 1980, Addenda.

In California, there are currently four major ethnic groups that are considered underrepresented. They are American Indian, Black, Hispanic, and Pilipino. Vietnamese students are not considered underrepresented because they were not here at the time the initial studies were made. There is discussion about including them in the future, but Vietnamese usually qualify for the help afforded the underrepresented because of their low income status. Establishing as the goal that percentage of the population that graduated from California high schools, a report released by the Special Projects Unit of the California Department of Education on freshman enrollments in 1978 gives the following information:¹⁶

<u>University of California</u>	<u>Existing</u>	<u>Goal</u>
American Indian	.5%	1%
Black	4.3%	9%
Hispanic	5.3%	15%
Pilipino	1.3%	---
<u>California State Universities and Colleges</u>	<u>Existing</u>	<u>Goal</u>
American Indian	1.1%	1.1%
Black	7.2%	9%
Hispanic	7.0%	15%
Pilipino	1.1%	---

¹⁶California Department of Education, "University and College Opportunities Program Enrollment Update," California, 1980 (Mimeographed).

Although equal educational opportunity efforts of the past decade have begun to show a slight increase in the numbers of minority students enrolling in postsecondary education, the numbers graduating from college and pursuing advanced degrees has not substantially increased.¹⁷ A look at the degrees conferred in recent years, by ethnicity, bears this out.

Hispanic students continue to be more underrepresented at all levels and in all segments of postsecondary education than any other ethnic group. They constituted 15 per cent of the high school graduating class in 1979, but only 12 per cent of the first-time college freshmen. In the University of California, Hispanic students accounted for only 4.3 per cent of the class receiving BA/S degrees in 1980. In 1981, that number declined to 4 per cent. There was a percentage decline at all degree levels for Hispanic students in the University of California between the class of 1980 and the class of 1981. The following charts bear this information out.¹⁸

¹⁷California Postsecondary Education Commission. Information Digest, 1982, p. 63-85.

¹⁸California Postsecondary Education Commission. Information Digest, 1981, p. 63-85.

Figure 1

DEGREES CONFERRED
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1980

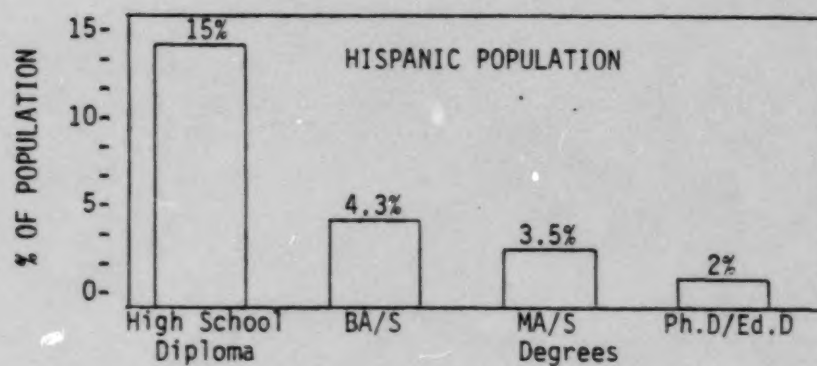
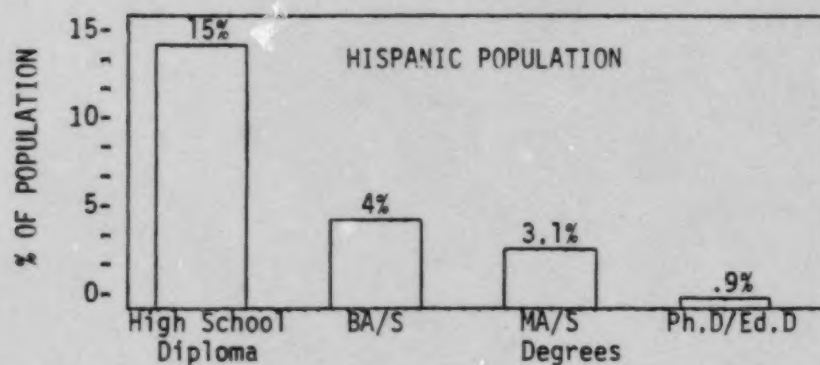


Figure 2

HIGH SCHOOL DIPLOMAS, 1979
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1981



Blacks have attained equal representation in the student body of the California Community Colleges, but they continue to be underrepresented in undergraduate and graduate programs at the University of California, the California State Universities, and the independent institutions. Approximately 85 per cent of the Black students enrolled in postsecondary institutions are enrolled in Community Colleges, and few of them transfer to baccalaureate institutions.¹⁹ During the past six years, there has been a decrease in the rate and, in some segments, the number of Black enrollments in California colleges and universities. The California high school graduating class of 1979, was 9.3 per cent Black. University of California BA/S degrees in 1980 were awarded a population consisting of 2.7 per cent Black students; in 1981, those degrees conferred on Black students declined to 2.4 per cent. Black students receiving advanced degrees declined from 1980 to 1981 except those receiving the Ph.D./Ed.D. degree.²⁰ The following charts will bear this data out.

¹⁹California Community Colleges, California State University and Colleges and the University of California. Increasing The Rate And Retention of Community College Transfers from Under-Represented Groups: A Report to the California Legislature, April, 1979, p. 5.

²⁰California Postsecondary Education Commission, Information Digest, 1981, p. 63-85.

Figure 3

DEGREES CONFERRED
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1980

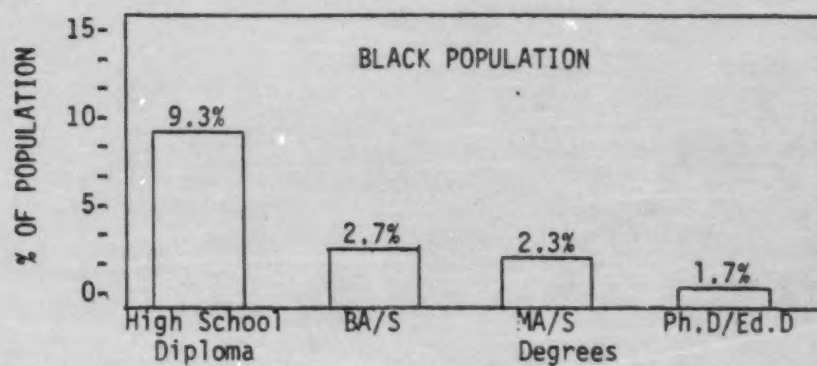
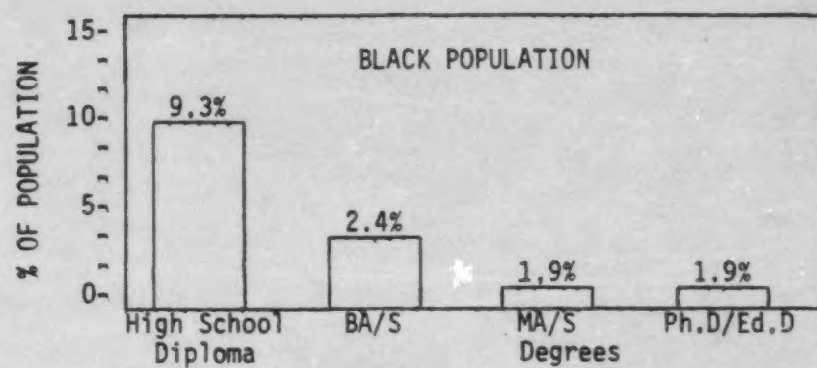


Figure 4

HIGH SCHOOL DIPLOMAS, 1979
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1981



Pilipino students have been considered underrepresented over the past decade, even though Asian students as a whole are not underrepresented in any segment of postsecondary education. In recent years, the Pilipino population has reached equity at the entering freshman level and the BA/S degree level. They still remain slightly underrepresented, however, in advanced degrees. There is current discussion about removing Pilipino students from this designation; however, there is a reluctance to do this until a consistency over a period of years has been noted. The following charts show the status of Pilipino students in the University of California over the past two years (1980 and 1981). Pilipinos account for approximately one per cent of those students receiving a high school diploma.²¹

²¹California Postsecondary Education Commission. Information Digest, 1981, p. 63-85.

Figure 5

DEGREES CONFERRED, 1980
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA

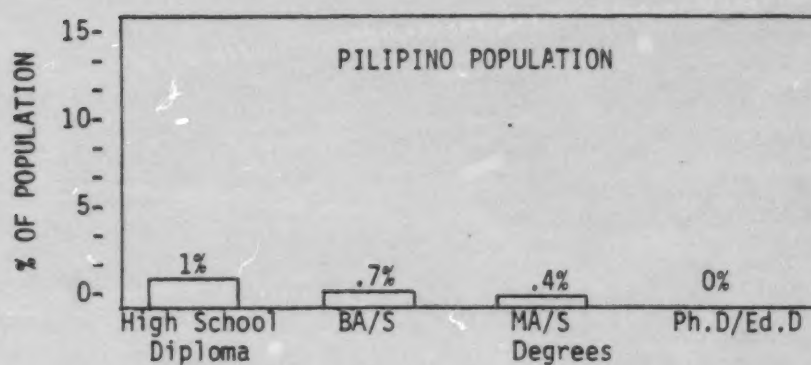
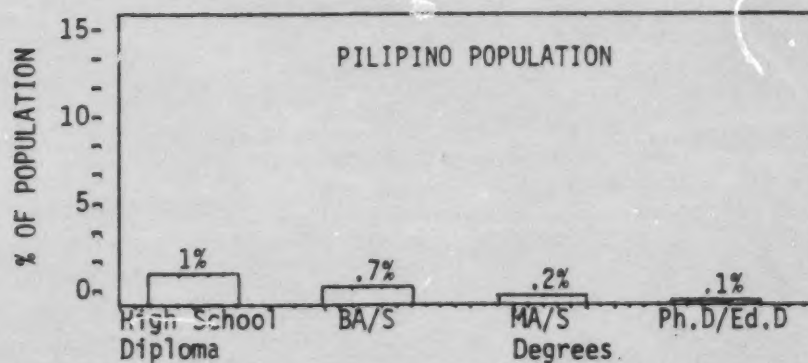


Figure 6

HIGH SCHOOL DIPLOMAS, 1979
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1981



American Indian students are considered severely under-represented in postsecondary education, and American Indian students have a high school drop-out rate reported to be 60 per cent or higher. However, available data does not provide the basis for drawing firm conclusions about the level of representation of American Indians in postsecondary education. The fact that many college students inaccurately check "Native American," the lack of agreement on the definition of an American Indian, and the relatively small size of this ethnic group account for this situation.²² From the data available, American Indians accounted for only .7 per cent of the population receiving a high school diploma in 1979; and, even with the confusion over the "Native American" designation on applications, this group accounted for only .5 per cent of the population receiving a BA/S degree from the University of California in 1980 and 1981.²³ Those working to help the American Indian student achieve equity must address the critical problem of high school drop outs before promotion of college eligibility can be achieved. The following charts give the latest available data on the educational status of the American Indian.

²²Thomas, Kogee. University of California, Irvine, California. Interviews 10 October, 1979, through 12 March, 1983.

²³California Postsecondary Education Commission. Information Digest, 1981, p. 63-85.

Figure 7
DEGREES CONFERRED
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1980

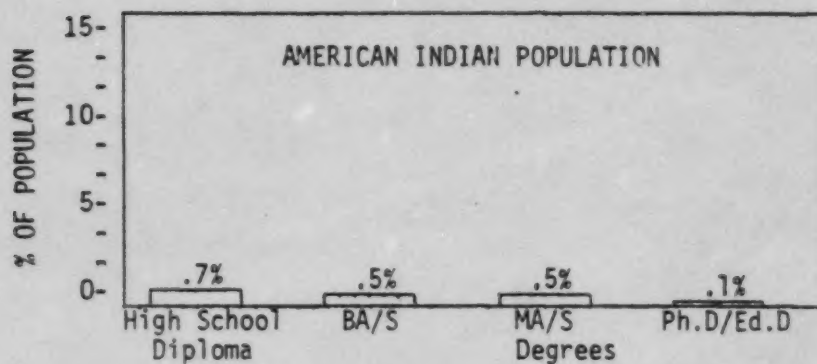
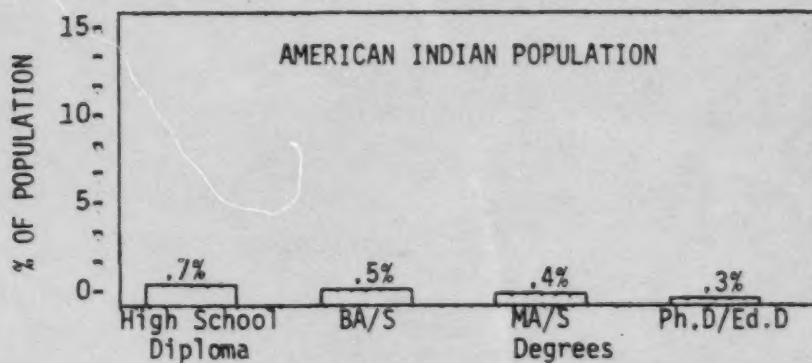


Figure 8
HIGH SCHOOL DIPLOMAS, 1979
CALIFORNIA HIGH SCHOOLS/UNIVERSITY OF CALIFORNIA
1979 1981



University eligibility rates of those minority students who graduate from high school are also low. In a study of the graduating class of 1975, it was discovered that only 5.2 per cent of the minority students graduating from high school were eligible to attend the University of California by having completed the A-F Pattern of Courses with a high enough combination of grade point average and test scores.²⁴ This study was not repeated in 1980, as was intended, because of the drastic budget cuts in education. It is estimated, however, by those professionals who work to help minority students become eligible to attend the college or university of their choice that this statewide statistic has not changed dramatically.²⁵

A severe problem faces educators at all levels. More students must become eligible to enroll in and succeed at the college or university of their choice in order for underrepresentation to be corrected. This calls for cooperative efforts to aid in the development of these students.

Information gleaned from these charts is, of course, indicative of a trend rather than conclusive since the same

²⁴Office of Outreach Services, University of California Systemwide Administration. Beyond High School Graduation: Who Goes to College? A Report on a University of California Survey of the High School Class of 1975, May, 1978, p. 18.

²⁵Jaramillo, Elfegio. California Department of Education, Sacramento, California. Interview, 20 March, 1983.

class cannot yet be followed through to graduation. Some assumptions can be drawn, however, in light of the fact that most underrepresented populations have remained rather constant over the past ten years, with the exception of Hispanics who have been steadily increasing in percentage of the total population. Equal representation assumes that the ethnic profile of a Statewide high school graduating class would be reflected in the graduating classes at all levels of higher education in future years. This is not a reality in California. We have a severe problem. This problem is compounded because of the high drop-out rates of ethnic minority students in high school. This data would indicate that the problem is serious enough in California to merit our cooperative efforts and attention.

Local. In spite of intensive efforts of the Educational Opportunity Program at the University of California, Irvine, Hispanic and Black students made up only 5.4 per cent and 4.2 percent, respectively, of the total student population in 1980.²⁶ These percentages are still far from representative of the racial breakdown in the Orange County area.

Previous studies have suggested that nearly one-half of the minority students drop out of high school before graduating,

²⁶Thomas, Kogee. University of California, Irvine, California. Interviews, 10 October, 1979, through 12 March, 1983.

making the low eligibility and admission rates of these students even more significant. This high drop-out rate is reflected with even more severity in three local Orange County high schools. In 1982, the drop-out rates for Hispanics from three schools were 56 per cent, 66 per cent, and 81 per cent. The need to help the underrepresented is not unique to Orange County, but it is severe in Orange County. SCORE FOR COLLEGE has been a local effort to address this need.

Existing Programs to Overcome Underrepresentation

In 1974, the Federal government established the Upward Bound and Talent Search programs.²⁷ These programs are pre-college efforts to overcome deficiencies in secondary school counseling and to provide tutorial and enrichment services for junior high and senior high school students.

In 1969, the Federal government established Special Services for Disadvantaged Students to provide remedial coursework and other programs to meet the needs of secondary-level students who were educationally or economically disadvantaged. The California Legislature provided funds to the State Department of Education to establish Demonstration Programs in Reading and Mathematics to provide intensive instruction for low-achieving

²⁷Burkheimer, Graham J. Evaluation of the Upward Bound Program: A First Follow-Up. Final Report. North Carolina: Center for Educational Research and Evaluation, Sept, 1977, p. 7.

seventh, eighth, and ninth grade students in low-income areas. It provided support to the California State University and Colleges to establish the Educational Opportunity Program, a comprehensive effort providing access and support services for students from low-income backgrounds. The Legislature also gave funds to the California Community Colleges to establish the Extended Opportunity Programs and Services for a similar effort with their students.²⁸

In 1970, private funds helped establish the MESA Program (Mathematics, Engineering, Science Achievement) at Oakland Technical High School to increase the number of ethnic minority students who were academically prepared to enroll in mathematics and science-related disciplines in college.²⁹

In 1974, the federal and state programs established from 1964 through 1974 had, and continue to have, a major impact on increasing the numbers of low-income and ethnic minority students enrolling in and graduating from college, but between 1972 and 1976, enrollment and graduation rates for minority students tended to stabilize.³⁰ Consequently, the Legislature initiated

²⁸California Postsecondary Education Commission. Equal Educational Opportunity in California: Postsecondary Education Part III, March 17, 1980, p. 1-2.

²⁹Ibid.

³⁰Ibid.

new efforts at outreach. In 1974, the Legislature adopted Assembly Concurrent Resolution 151 which requested the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges to prepare plans for

Addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the make-up of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates.³¹

The President of the University of California, in 1974, appointed five task groups to review the educational process, identify any barriers to increased access or success, and recommend steps the University might take to eliminate these barriers.

In early fall, 1975, the Legislature approved a measure appropriating 1.1 billion dollars to the University--contingent upon an equal contribution from University resources--to be used over a two-year period to increase the number of disadvantaged students in the University. This was the first direct State contribution to access programs in the University of California. Because of the timing of this appropriation, the University determined to use these funds to implement the priority recommendations contained in the Student Affirmative Action and Chicano Task Force reports: to expand high school and community

³¹Ibid.

college outreach activities, to provide for the financial needs of students brought into the University as a result of those activities, and to initiate an effort to increase the number of low-income and minority students achieving University eligibility. This new program has come to be known as Student Affirmative Action.³²

In 1975-76, work was initiated on the "early outreach" program designed for junior high schools. The UC campuses received funds to augment their outreach activities, enabling them to employ more outreach personnel, involve larger numbers of University students, and develop necessary media materials. All of these activities were additions to services provided through the EOP Program.³³

In 1979, the University of California established its Partners Program to provide continuing assistance to ninth through eleventh grade students served by the Partnership Program. (In 1981, it changed the name of the comprehensive effort, spanning grades seven to eleven, to the Early Outreach Program.) It provided funds to the University of California to establish the Academic Enrichment Program on four campuses, involving faculty working with secondary school students to

³²Office of Outreach Services, University of California Systemwide Administration. University of California: Student Affirmative Action Plan, May, 1978, p. 95.

³³Ibid., p. 96.

improve their academic skills in specific disciplines. The legislature also funded the California Student Opportunity and Access Program (Cal-SOAP), involving five pilot interinstitutional projects to increase the enrollment of low-income students in postsecondary institutions.³⁴

Within this time period, a wide range of efforts to reach and aid in the development of minority students for postsecondary work have been implemented. All have met with a level of success. However, a number of inherent problems confront such efforts. Of primary concern is the fact that development programs at the high school or junior high school level designed to prepare students for success in and completion of university work involve an extended period of time. Most of these programs were only funded for a period of one or two years. To measure the success of such efforts at the end of only two years leaves data inconclusive and forces interim measures to be used, not really looking at the full picture. Schools involved with programs prior to the implementation of SCORE FOR COLLEGE expressed concern over the issue of funding. A number of counselors said SCORE staff would only be welcome if we could guarantee we would be back next year and consistent in our work. Of course, with funding competitive and granted on a yearly

³⁴Ibid., p. 97.

basis, we could not make this guarantee. The fact of illusive funding is a great problem to efforts of affirmative action.

Another problem inherent to such programs is the lack of relevant research prior to implementation. Many programs had researched the fact of the problem of underrepresentation, but the research conducted in efforts to address this situation were experimental. Programs varied from one school to another; consequently there was no consistent voice representing "Upward Bound" or "Partnership." One school staff would praise this effort; another would be dissatisfied. In the formation stages, there was a lack of consistent direction from funding sources. This came under the guise of "local autonomy;" but it presented staff members with a feeling of aloneness and a lack of guidance resulting in inconsistencies.

In the developmental stages of SCORE FOR COLLEGE, these programs were researched. No conclusive evaluation had been completed, however. SCORE staff patterned the program utilizing formats contained in all developmental programs, making major changes as a result of consultation with local school counselors and staff. The initial SCORE program contained a Summer Residential Program, Counseling/Tutoring as a combined effort, and a Parent program. Through the years of development, Counseling and Tutoring became separate components, Study Skills became the focus of the Tutoring effort, and an Activities component

was added. The rationale for these changes is contained in Chapter IV, the program evaluation.

The Program Plan Based on Local Need

After researching related programs and techniques, the SCORE FOR COLLEGE director met with local high school administrators, counselors, and teachers and with students and their parents. Based on this intervention, the specifics of the program were developed.

A number of specific local needs were identified by the staff during this developmental phase. These needs became the basis for the project's component objectives, which address identified critical needs at the national, state, and local level. The following factors were identified as the areas of greatest need in order to help local underrepresented students become university-eligible.

Information. Recruiting efforts have been blamed for the decline in ethnic minority enrollment; however, the report Beyond High School Graduation: Who Goes to College?, published in 1976 by the University of California, concluded that substantial educational inequity occurs prior to graduation from high school.³⁵ According to the same study, large numbers of

³⁵Office of Outreach Services, University of California Systemwide Administration. Beyond High School Graduation: Who Goes To College? A Report on a University of California Survey of the High School Class of 1975, May, 1978, p. 25.

students, including those with high grade point averages, are deficient in one or more of the subject areas required by the University of California for admission. When project personnel surveyed students, lack of adequate information was cited as the major reason students had not taken the proper class. The SCORE program developed a network for communicating accurate information to students and their parents.

Study Skills. Based on counselor interviews by project personnel in 25 Orange County high schools, it was observed that high school students from underrepresented groups often lack the study skill necessary to maintain their grades and to succeed in a university environment. Project SCORE has developed and tested a workbook and tutor guide designed to improve students' study skills. These are utilized in the Summer Residential Program and the Tutorial Component. It was found, through the field test, to also be valuable as supplemental curricular material in local classrooms.

Grade Point Averages. The University of California's state-wide study Beyond High School Graduation: Who Goes to College? indicates that students from underrepresented groups often do not have the grade point average necessary to achieve university admission.³⁶ In a survey of Project SCORE participants, it was found that this is true of Orange County as well. Project SCORE's

³⁶Ibid., p. 23.

unique Tutorial program was designed to address this need.

Adequate College Testing. Previous studies have indicated that students from underrepresented groups do not take the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT) in significant numbers. In a comparison study with non-project students, it was found that only 9.8 per cent of the under-represented students not involved in the project completed pre-college testing by taking the PSAT. Score for college students took the PSAT at a rate of 32 per cent.

English and Writing Skills. According to Dr. John Rowe, Director of Subject A at UCI in 1982, 70 per cent of all entering freshmen are unprepared for the Subject A Examination in English, causing them to take Writing IA as a prerequisite to their English requirement.³⁷ Minorities traditionally do more poorly on English examinations than do non-minorities, making the statistics for minorities even more devastating. For this reason, SCORE has an extensive writing and English unit during the summer and provides tutoring in writing skills during the school year.

Career Goals. Local college advisors report that most often college completion itself is motivated by a career goal. Studies of secondary students indicate that they often do not

³⁷Rowe, John, Ph.D. University of California, Irvine, California. Interview, 7 January, 1982.

identify their high school education with a career goal and feel that much of what they are doing in the classroom is irrelevant to their future career plans. SCORE, through its unique counseling and club activities, helps students identify a career goal and relate classwork to future plans, at the same time providing them with role models.

Parental Participation. Students, in the survey of the Class of 1975, cited parents as the single most important factor in determining whether or not they furthered their education beyond high school.³⁸ Parents of minority students often do not encourage higher education because of lack of finances, inaccurate information, or cultural conditioning. For this reason, parental involvement was crucial in the effectiveness of the SCORE FOR COLLEGE effort. The Parent component became a prime part of the effort, adding to the overall success of the program.

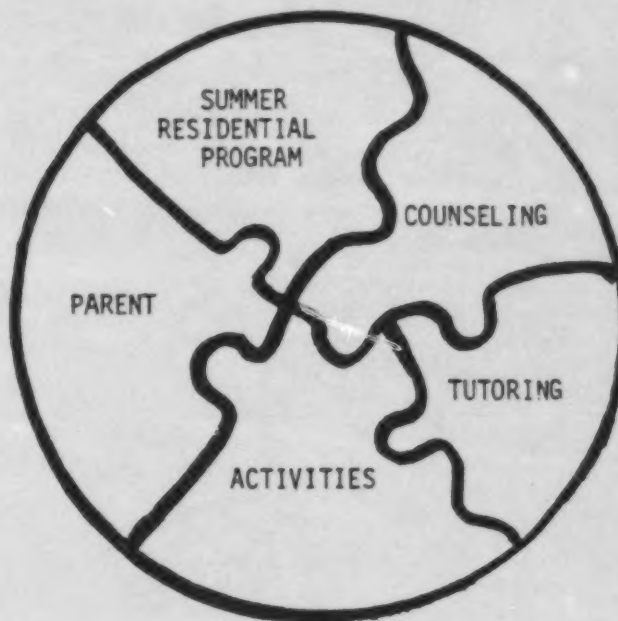
The need to solve the problem of underrepresentation is not unique to Orange County, but it is severe in Orange County. The large numbers of ethnic minority students dropping out of high school and the small percentages of underrepresented students furthering their education beyond high school are indicative of a statewide problem that is felt locally in a

³⁸Office of Outreach Services, University of California Systemwide Administration, Beyond High School Graduation: Who Goes To College? A Report on a University of California Survey of the High School Class of 1975, May, 1978, p. 29.

profound way. The local college enrollments last year, in spite of intensive efforts at recruiting, declined. The data here shows that the problem is not merely one of inadequate recruitment by the universities, but rather is one of inadequate information, motivation, and preparation at the high school level. SCORE FOR COLLEGE has constructively addressed this problem, offering a holistic approach to its solution. From the class of 1981, 40 per cent of project SCORE'S participants are currently attending a 4-year college or university.

CHAPTER III
PROGRAM DESCRIPTION

SCORE FOR COLLEGE utilizes a variety of techniques and resources to help project students achieve university eligibility. Phase I, the Summer Residential Program, occurs for one week during the summer. Phase II, encompassing counseling, tutoring, activities, and parents, occurs during the traditional school year. The two phases will be treated separately in this narrative because they are so distinct, but the reader is asked to keep in mind an interwoven picture of the entire program in order to understand its functions.



PHASE I - SUMMER RESIDENTIAL PROGRAM SCHEDULE

TIME	SUPERVISOR ACTIVITIES	INSTRUCTIONAL AIDE ACTIVITIES	STUDENT ACTIVITIES	INSTRUCTIONAL METHODOLOGY	MATERIALS USED
7:30-8:30	---	Breakfast	Breakfast	---	---
8:30-8:45	Preparation	Chair Meeting	Student Meetings	Group Discussion	---
9:00-11:00	Writing Instruction	Instructional Assistance to Writing Activities	Writing Instruction	Small Group and Individual Instruction	Instructor-Developed Materials
11:00-12:00	Consultation	Study Skills Instruction	Study Skills Instruction and Practice	Group and Individual Instruction	Project-Developed Study Skills Manual
12:00-1:00	---	---	Lunch	---	---
1:30-3:00	Supervisory-Rotating to Classrooms	Program Instruction #1-Fine Arts #2-English #3-Mathematics #4-Science	Rotate Programs	Small Group Presentations; Individualized Follow-up; Lab Work	Professor-developed Department materials
3:00-5:00	Recreation	Recreation	Recreation	Group Activity	---
5:30-6:30	Dinner	Dinner	Dinner	---	---
6:30-7:30	Staff Meeting	Staff Meeting	Study Time	Quiet Time	---
7:30-9:00	Group Presentations; Cultural College Info. Self-Awareness and Esteem	Presentations: Cultural College Info. Entertainment	Large and Small Group Participatory Activities	Large and Small Group Activities, Individualized Follow-up	Media and Motivational Materials

Phase I - Summer Residential Program

Staffing. The Summer Residential Program consists of two intensive one-week sessions where 50 SCORE participants reside, during each session, in the residence halls at UC Irvine. The summer residential staff consists of 10 paraprofessional team-leaders who are college and university students from diverse ethnic and economic backgrounds and who serve as role models to the project participants. The intensity of the live-in situation requires a twenty-four hour commitment from the paraprofessional staff for the duration of the program. It is the responsibility of the teamleaders to develop and teach a lesson in one academic discipline and to provide academic support to project participants in the areas of study skills, college information, and creative writing.

The writing teachers, participants in the UC Irvine Writing Project,* apply innovative, experimental approaches to creative writing in a practicum situation that includes project participants. This has proven to be a beneficial learning experience for both teacher and student.

Daily staff meetings are held under the direction of the project coordinator, in order to maintain a quality goal-

*For detailed information about the UCI Writing Project, an adaptation of the Title IV-C Bay Area Writing Project, please see Page 64, "Demonstration Classroom."

oriented program. In the event that an adopting district desired to provide the unique live-in experience offered through SCORE's Summer Residential Program, this format could easily be replicated. Rental agreements for room, board, and facilities are available through the summer from most colleges and universities that have on-campus living facilities.

Some outreach offices have an established summer program through University Partners or Upward Bound with which adopters of SCORE could combine and/or share resources. A number of adopters could also form a consortium to provide a quality Summer Residential Program at minimal cost. This intensive summer program could also be adapted to a day program and, with some modifications, become a summer school experience for an adopting district.

Learning Materials. The SCORE FOR COLLEGE Study Skills Student Workbook and Study Skills Tutor Guidebook are introduced to the students during the Summer Residential Program and are incorporated into the daily schedule for project participants. This workbook and guidebook were developed during the first year of the project to give students an intensive and solid foundation in the study skills that would enhance their level of learning in all academic classes.

Most of the learning materials utilized in the Summer Residential Program are provided at no charge to the program by guest presenters from the university faculty and staff,

community representatives, and local business professionals. University staff and faculty volunteer their laboratory settings for tours and demonstrations which provide visual and experiential learning. Local community organizations give presentations on current events affecting students. Local business firms provide tours and information on career possibilities and the educational requirements necessary to pursue them.

Other learning materials include films, plays, skits, and workshops that focus on various types of cultural and educational learning processes. These serve a two-fold purpose: (1) giving the students learning material with which they can identify and (2) giving the students choice literary examples to apply to their own creative writing skills. Though the learning materials of the Summer Residential Program tend to be from a non-traditional curriculum, they can enhance any learning situation.

Instructional Methodology. The uniqueness of SCORE's Summer Residential Program is in its instructional methodology. There is an ongoing, collective learning process throughout the program among project participants, teamleaders, teachers, and professional staff.

The experience of living at a university creates a change in the traditional learning experience for project participants. Many students anxiously await the ringing of bells to inform them that class is to begin. The realization that learning is a student's individual responsibility, to be pursued out of a

desire rather than by force of habit, develops self-reliance and independence in many project participants. This independence then transfers to the traditional school-year experience.

The creative writing class begins the day's instruction in a small classroom situation with a ratio of approximately 20 project participants to each teacher. The teachers each plan unique lessons, as in any school. The summer writing experience is superior to that of a traditional classroom, however, because UC Irvine tutor/teamleaders are available to supplement and complement the lesson plans and to provide a more personalized form of instructional feedback. To promote variety in the creative writing class, the teachers may collectively plan a lesson to present to the entire group of project students. This promotes unity, interaction, and the sharing of ideas and learning experiences.

The study skill unit of the Summer Residential Program is presented utilizing a variety of techniques. Presentations are made to the group as a whole, follow-up is conducted by teamleaders in small groups, and time is allotted for individual practice and feedback as the students practice their newly acquired skills. The methodology utilized throughout the program emphasizes individual and personalized attention; however, students are also made aware of the impersonal, competitive reality of university life as they interact with professors and university students.

SCORE participants are exposed to the various disciplines taught at a university by UC Irvine tutor/teamleaders who major in such subjects as fine arts, humanities, computer science, and science. These disciplines are taught in a fashion similar to that of any college class, but at a high school level and by college students who serve as role models in fields of study generally underrepresented by ethnic minorities. Project participants are divided into small groups of approximately ten to fifteen for each discipline. The groups rotate daily to a different discipline (i.e., Monday: fine arts; Tuesday: science; etc.), exposing the participants to different academic disciplines and to a variety of instructional styles. This type of learning process can be adapted in any high school using local college students as role-model instructors in various academic disciplines.

The instructional methodology of the recreational program strives for group interaction in cooperative and enjoyable sports. The program's diverse ethnic mix provides opportunities for learning about other people, and the recreational activities promote a relaxed environment in which members of the group can interact in a casual and informal way.

SCORE students are actively involved in the learning process of the Summer Residential Program as a way to discover higher horizons in their education and new ways of relating to their classes, teacher, and counselors and to their future educational

and career goals.

Procedures for Individualizing Instruction. The SCORE Summer Residential Program is highly individualized. UC Irvine student teamleaders work with project participants on a ratio of 1:10. The project participants have the opportunity to interact with all of the university tutor/teamleaders at some time throughout the program. The classroom situation provides for more individualized learning experiences, with two university tutor/teamleaders serving as instructional aides and one writing instructor for each class of twenty to twenty-five participants.

The simulated university classes--fine arts, computer science, humanities, and science--further individualize instruction in a small group learning environment. Two UC Irvine teamleaders team teach each discipline to a group of about ten to fifteen students. This allows for the easy exchange of ideas and information and for a strong sense of rapport to build between student and teamleader.

A study session is incorporated into the daily schedule to foster consistent study habits among project participants. During this study session, UC Irvine teamleaders also serve as tutors on a one-to-one basis for those students who request additional academic support.

The friendships and camaraderie that develop between teamleaders and project participants provide the additional attention needed to motivate these students to release their latent

academic potential. Former teamleaders still correspond on a regular basis with students who attended the first program.

Staff Development. The basis for success in a project like SCORE is in the understanding of and commitment to the program's goals and objectives by the staff. As preparation for the Summer Residential Program an intensive two-week training session was developed to provide a clear understanding of the project and its purpose. This is carried out in ten eight-hour group training sessions that allow collective interaction aimed at improving the planned program. The interaction takes place among the teachers, tutors, and professional staff in reviewing the teachers' creative writing lesson plans and ways in which the tutors may facilitate discussion and promote creative thinking among the project participants. UC Irvine tutors are also trained by professional consultants to teach study skills using the project-developed Study Skills Tutor Guidebook. Various workshops dealing with first aid emergency procedures, cultural awareness, assertion training, and adolescent development are given throughout the training sessions. Role-playing is used extensively to illustrate the learning experiences. During the course of the program, daily staff meetings are conducted to provide ongoing assessment and a constructive base for communication and change within the project. One of the unique benefits in a project of this nature is that it provides experiential learning for all people involved.

Most educational institutions have resource persons available to participate in staff development. High school teachers and counselors, district officials, and county office consultants have helped in training SCORE students. Many community organizations are willing to provide workshops addressing the issues of cultural awareness and improved communication between students and teachers. Project SCORE, for example, has utilized the program available through the Santa Ana Neighborhood Organization, Straight Ahead Drug Rehabilitation Center, and Sierra Psychological Services. Each community has a unique set of resources from which adopting projects can draw.

Noncognitive Development. The complete experience of the Summer Residential Program enhances noncognitive development by exposing project participants to a total learning environment. The students are surrounded by university life, dormitory living, classes, new peers, role-model teachers, and tutors. A new sense of responsibility and self-reliance develops in many participants as a natural outgrowth of the project. When participants arrive, there is a tendency toward shyness and uncertainty; but with the interaction between the highly motivated teamleaders and the various personalities of project participants, the tendencies toward shyness disappear.

As a result of the new teaching techniques developed through the writing project, the creative writing class helps participants build new confidence in their writing abilities. They

become more likely to explore writing as an enjoyable activity rather than a task. This positive growth in self-esteem carries over in many other academic and social situations. The fear of feeling displaced in a university setting changes to an attitude of exploration, and the campus soon becomes comfortable to the students. This self-reliance can be easily observed by watching students' shyness turn to initiative as their participation in various activities grows. By the end of the program, their newfound self-confidence and reassurance lead the participants to know, on a most profound level, that higher education is possible for them and they can build new horizons for their future exploration.

Auxiliary Services. The Summer Residential Program utilizes the existing unique programs of the Orange County Department of Education to supplement the summer learning experiences. The department's marine biology expedition and drug abuse prevention center, for example, provide the resources of tested and effective programs to the participants of SCORE.

Local school counselors and teachers are invited to participate informally with the project students on the university campus. Being able to view the student in a new educational setting provides the school personnel with a broadened perspective of the underrepresented student. Counselors who have participated to date state that through this experience they gained valuable insight that has enabled them to counsel more effectively.

Students also benefit from informal contact with their teachers and counselors. Being able to meet with them in an informal setting allows the students to perceive their high school "superiors" as "real people" who want to help. Students feel, after informal contact with teachers and counselors, that they are more personable and approachable, and the hesitency on the part of students to work with counselors at their local high school is thereby significantly reduced.

Neighboring colleges and universities are invited to participate in the college information unit of the Summer Residential Program. They provide accurate, up-to-date information on admission requirements as well as role models to motivate the students.

Students provide perhaps the most unique of our "auxiliary services." They prepare an informational program to present to their parents at the conclusion of the Summer Residential Program. During this time they, personally, inform their parents of admission requirements into the university and ways they, as parents, can help the students achieve their career goals.

Other. The Summer Residential Program can be implemented in an especially cost-effective way if adopting districts establish a consortium with nearby adopting districts to collectively increase the scope and impact of the program. This cooperative effort will also enhance the participants' learnings

by exposing them to a diversity of student backgrounds that will be enriching.

The experience of living on a university campus acclimates the students and thereby eases the transition process for them when they enter the University as students.

The Summer Residential Program is an intensive motivational experience that generates a high level of enthusiasm and enhances the effectiveness of the school year activities that follow.

PHASE II - SCHOOL-YEAR ACTIVITIES SCHEDULE

TIME	SUPERVISOR ACTIVITIES	INSTRUCTIONAL AIDE ACTIVITIES	STUDENT ACTIVITIES	INSTRUCTIONAL METHODOLOGY	MATERIALS USED
8:00	Plan Curriculum for Training Sessions	Tutor Students	Receive Individual Tutoring	Individualized & Small Group Instruction	Project-Developed Study Skills Materials
9:00	Make Contacts for Club Program	Tutor Students	Receive Individual Tutoring	Individualized & Small Group Instruction	Classroom Textbooks and Supplemental Materials
10:00		Counsel Students	Discuss Future Plans and Curriculum	Individualized Counseling Techniques	Project-Developed Resource Book and Local School Materials
11:00	Meet with Local School Personnel	Counsel Students	Discuss Future Plans and Curriculum	Individualized Counseling Techniques	Project-Developed Resource Book and Local School Materials
12:00	Attend Club Meetings, Sometimes as Guest Speaker	Facilitate Club Meetings and Activities	Participate in Group Activities	Group Motivation Techniques	Informational and/or Media Materials; Guest Speakers; Handouts
1:00		Club Follow-up	Ask Individual Questions	Individualized Counseling	As Needed
2:00-5:00	Facilitate Training Sessions	Attend Training Meeting	Work, Homework, Extra-Curricular Activities	Group Techniques	Project-Developed Training Guides
7:00-10:00	Conduct Meeting with Students' Parents	Facilitate Parent Meeting	Attend Meetings (optional)	Group Workshops	Overhead Projector Various Motivational Materials

Phase II - School-Year Program

Staffing. SCORE FOR COLLEGE employs a staff of 15 tutors and 12 counselors/club advisors, working in 4 local high schools with 825 project students. College and university students comprise the paraprofessional staff of the project. Students work ten hours a week and arrange those hours around their individual school schedules and time constraints. Their work schedules are posted both at the project office and local school site. The paraprofessional staffing in adopting districts could easily be scaled down to 4 tutors and 1 counselor/club advisor working with a group of 80 students in a single high school, making this unique project possible on a limited budget. A creative teacher, counselor, or administrator could supervise the project; and it is possible that a SCORE class could be written into the curriculum of a high school or junior high school, making it part of the daily routine, at little cost to the adopting district.

The budget of SCORE FOR COLLEGE is supplemented through Federal Work Study funds by hiring a number of university students who are currently receiving financial aid to attend college. Because the Early Outreach activities at UC Irvine have become an approved field-study site for majors in the School of Social Ecology and because various professors in other academic disciplines supervise field-study students on a volunteer basis, it has become possible to renumerate part of the project staff

with academic credit, a resource that has greatly expanded our efforts. Most local college or universities would cooperate with a similar program in adopting districts.

The project has utilized a large number of volunteers made available because of the widespread community commitment to the project's purposes. The effectiveness of the staff has been further enhanced because some university student staff members return to their former high schools to tutor or counsel.

Learning Materials. A number of quality materials have been developed to enhance the smooth implementation of SCORE FOR COLLEGE.

The Counselor Training Guide, Tutor Training Guide, and Club Advisor Training Guide are loose-leaf notebooks which can be easily expanded and updated. The training materials, designed for paraprofessional staff development, contain helpful information, guidelines, and procedures for working in these specialized capacities with high school underrepresented students. They can easily be personalized by adopting districts.

The Counselor Resource Notebook contains helpful resource materials for anyone in a college/career advising capacity. The sections provide localized information about college admissions, the educational opportunities program, financial aid, special services, and careers. Because this information changes annually, this notebook, too, is loose-leaf. Because much of the material is localized, SCORE will provide adopters with the format, general

information, and request letters to secure information from their neighboring universities. Currently, this information is provided free of charge to requesting institutions.

The College Study Skills Workbook and College Study Skills Tutor Guide are designed to provide students with a structured approach to raising their grades. There are five sections in both: Effective Communication, How to Take Notes, Using the Library, How to Study, and How to Take Objective Tests. The workbook is strikingly illustrated with quotations from role-model writers. This has been utilized in the Summer Residential Program and the Tutorial Component. Its most effective implementation, however, has been as supplemental curriculum material in local 9th grade classrooms, as part of the project's field test, and it is currently being used as such in the Santa Ana Unified School District.

All materials developed through SCORE FOR COLLEGE were designed to complement, enhance, and supplement the traditional high school curriculum.

Instructional Methodology. The instructional methodology utilized in SCORE FOR COLLEGE varies with each component.

The Tutoring Component utilizes individualized instructional methods combined with small group interaction and support teams. Tutors meet with counselors and teachers on local high school campuses to make schedule and school-specific arrangements. On most campuses, tutoring takes place outside the regular classroom

in a quiet setting. That setting could be a table in the guidance office, an unused private office, or a table in the library. The location is immaterial; all that is needed is space in which to work with room to spread out materials. Because verbal communication is necessary, some libraries are less desirable than others. Although tutoring inside a traditional classroom may also be workable, it is generally less desirable than an outside-the-classroom arrangement for two reasons: (1) the classroom teacher may have a tendency to try to utilize the tutor for non-project students and/or non-tutoring functions; and (2) students who are tutored in front of their peers often feel they are being singled out as under-achievers. It is suggested that tutoring outside the classroom be attempted, and that it be moved inside the classroom at a later date if removing the student does, in fact, interrupt the classroom schedule and result in teacher dissatisfaction. It has been the experience of SCORE staff, however, that cooperation can usually be achieved between teacher and tutor with timely and adequate communication. The most significant preventative measure is to ensure that both teacher and tutor understand each other's role. Tutoring is designed to complement the role of the classroom teacher, and its purpose is to enhance the teacher's classroom efforts, not to negate the role of the teacher in any way.

The Activities Component (Club) utilizes group motivational techniques. The club is established with the help of a faculty

advisor, and meetings are held either at noon or after school. Meetings are informational, instructional, and motivational in nature. University students facilitate club meetings and plan a comprehensive program for the year for each individual campus. These university students endeavor to develop leadership skills among project students and serve as role models and a constant source of motivation. The university student also serves as a consistent follow-up person to deal with questions generated by the project-sponsored speakers. The club presents programs twice a month, utilizing volunteer speakers and programs from community and college resources and planning activities and experiences to enrich the student's background.

Through the Counseling Component, each student is counseled on an individual basis at least twice a year. The counseling session is designed to check on grades and enrollment in a college preparatory curriculum complementary to the student's individual career goals and to collect the data needed for project records. To facilitate the counseling aspect of SCORE, a quiet work area that provides easy access to school records is needed.

The Parent Component utilizes traditional group presentation techniques, highlighted with various media resources. An interpreter is always present, and literature is always bilingual. The group meetings are followed by a time for individual questions and answers, allowing for immediate feedback. Several

bilingual staff members are present at each meeting to facilitate individualized questions. The staff allows for time before and after each session to mingle with the parents and respond to their needs. Parents themselves are active in planning and facilitating the meetings to meet their individual needs. Often a parent will serve as interpreter for the meetings.

Procedures for Individualizing Instruction. The major instructional activities of SCORE FOR COLLEGE are individualized. Each student is unique and is respected for that uniqueness. Tutoring takes place outside the regular classroom on an individual or small group basis, in accordance with prenegotiated arrangements with each school. Each tutoring session includes study skill-building activities in addition to academic instruction designed to complement that of the classroom. Counseling is conducted on an individual basis. Activities are group-oriented with individual follow-up. Parent workshops are group-oriented with individual follow-up.

Staff Development. Project personnel are involved in continuous staff development activities uniquely designed for college student staff working on a part-time basis. Initial training is intensive and of a classroom nature. Once the college students are placed in the field, weekly training sessions enhance their own learning experiences and respond to their individual needs. Training of staff is both formal and informal. Weekly training workshops with planned curriculum are held. In

addition, professional staff consult on an individual basis with tutors, counselors, club advisors, and parent workers to ensure maximum effectiveness of the student contact. The enthusiasm that the college student staff brings to the project greatly enhances its success.

As with any project, a thorough understanding of the purpose and procedures is essential to the installation of the project. Each new employee is thoroughly oriented to the purpose of the project; and before working with the project students, the employee must turn in a two- to three-page written paper showing an understanding of the history and purpose of the project. Communication is vital to the project's success, and efforts are made to communicate consistently at all levels. Counselors, teachers, and project participants are asked to evaluate the effectiveness of the student workers on a project-developed questionnaire.

A large number of volunteer staff members are utilized by SCORE. It is vital that each person involved in the project understand the purpose of the project and the background experiences of the students involved. The project director must spend time discussing the program with each prospective volunteer. Brochures, slide-tapes, and literature are utilized to promote the project among various helping professionals, and ample time for discussion is provided. Individual appointments are made with teachers at local high schools who work

closely with project participants. Staff development merges with evaluation as each person involved in SCORE is asked to suggest ways to provide a more effective program. Staff suggestions have provided the basis for many constructive changes in the project's design.

Noncognitive Development. A major part of SCORE deals with noncognitive learning. Students from underrepresented groups are exposed to experiences most students take for granted. Field trips and university campus tours serve to enlighten the students; local television networks donate tickets to major events such as the circus and the ice follies so students can experience cultural enrichment at no charge to themselves or the program. Who can measure the learning that takes place from a marine biology expedition--especially for the student who has never been on a large ship before?

SCORE FOR COLLEGE also endeavors to develop a positive self-image within the students. Role models, both from the professions and local universities, are utilized. The motto "You can make it--Sí se puede!" is constantly before the project participants. We "bombard" the student with success.

Auxiliary Services. The auxiliary services of SCORE are both formal and informal. The local University Partners Clubs provide extracurricular activities for the students on a regular, bi-weekly basis. Included in the clubs are workshops and programs presented by role-model student and professional speakers,

field trips to cultural and educational institutions, and positive self-image techniques.

Students are individually counseled in career and college information at least twice yearly, being urged to enroll in college preparatory courses.

The parents of project participants are involved in informational and motivational workshops to complement the students' activities. According to the University of California study Beyond High School Graduation: Who Goes to College?, parents were rated as the single most influential factor in determining whether students pursue a college education;³⁹ thus the parents are one of the most vital links in Project SCORE. The project parents have organized themselves during the past year. They plan their own agenda and request programs that are relevant to their needs.

The school administration, staff, and faculty become partners with the County Superintendent of Schools Office, the University, and the student. When they see that a student needs special help, school officials call on SCORE personnel to provide services. Often a school counselor will call to refer a student for tutoring or guidance because SCORE personnel, coming from outside the formal high school structure, can promote the school's goals in a manner that is non-threatening to the student.

³⁹Ibid., p. 19.

Other. A very comprehensive program has been planned for participants, giving them access to the resources of a number of agencies.

The Orange County Department of Education has provided the resources of its existing, tested programs (Marine Biology, Substance Abuse, Staff Development and School Improvement specialists) to the project. Because of the department's special relationship with the county's schools, it has also made possible the easy dissemination of information about SCORE FOR COLLEGE and the identification of schools that could benefit from the project.

The University of California, Irvine Partners Program has become a statewide model through its connection with SCORE. All University of California campuses have developed similar programs and identified target schools in their areas that could benefit from the project. We have become an approved field-study site for social ecology majors from the University of California, Irvine, which brings us student staff at no charge to the program.

An expanding list of volunteer speakers, programs, and field trips is maintained and constantly updated by project staff. Because of the commitment of local businessmen and community organizations, the resources of the project are many times the dollar amount allotted to the program. Flour Corporation, for example, provides a comprehensive tour of its facilities and a complimentary luncheon to our participants; KNBC donates tickets

to our students periodically for major events such as the circus and the ice follies.

Contacts with the community are constantly being made by professional staff and student coordinators in the program. When the nature of the project is explained to local professionals and businessmen, they invariably become enthusiastic about the possibilities for involvement. One of the most rewarding parts of working with such a project is being able to see the commitment within the community to solve the problem of underrepresentation that exists in our society. Public relations is vital to the success of SCORE, and every community--statewide--has a unique network of resources on which it can draw.

Innovative Features

SCORE FOR COLLEGE utilizes a number of innovative features. All of the features, unique in principle, could be adapted to meet the particular needs of another setting. Innovative features are described below:

Intersegmental Cooperation. The Orange County Department of Education, through SCORE FOR COLLEGE, has utilized the resources offered by UCI to reach early high school students on local campuses. In the past, University contact was limited to college-eligible juniors and seniors on their high school campuses. The combined efforts of the local high schools, the County Superintendent of Schools Office, and the University of California have made the correction of one of society's major

problems in a cooperative venture. The unique resources of each institution, working both separately and cooperatively, make the impact of the project greater than any one organization, operating separately, could achieve. The county departments of education throughout the state or the local school district offices can easily adopt the features of SCORE in cooperation with the nearest California State University or University of California campus. Existing programs on each campus can multiply the resources of any such project. The program has been endorsed, statewide, by the University of California System, the California State University System, and the Association of California Independent Colleges.

Summer Residential Program. Students from underrepresented groups have been invited to live under supervision in student dormitories on the University of California, Irvine campus. This provides an atmosphere for achievement and a valuable motivational experience in the lives of underrepresented high school students. This unique feature can easily be adopted and adapted to meet the needs of every county throughout the state.

All colleges with housing facilities offer room and board to select groups during the summer when school is not in full session. College students, who provide much of the paraprofessional manpower of SCORE, need summer jobs and often would like to promote their own college and the cause of higher education while they work. The colleges and universities in California

would welcome a project such as SCORE.

Demonstration Classroom. The highly successful UCI Writing Project has invited SCORE's Summer Residential students to participate in a demonstration model to verify the effectiveness of the writing project's teaching techniques. Prior to the innovative addition of SCORE, the writing project had included only teachers. This feature of SCORE could be adopted by any California State College or University of California campus that hosts a writing project; the Bay Area Writing Project is a Title IV-C exemplary project, and Affirmative Action funding is available to those institutions that submit an application and are accepted. If SCORE is implemented on a campus that has no formal writing project, teachers who have formerly been trained in such a project could be hired to direct the writing portion of the program, adapting it to meet local conditions and needs. Since this has been such a popular adoption project, trained teachers may be found in nearby areas, statewide.

College Student Tutors on High School Campuses. As part of their work-study allotment, for class credit, or as a part-time job, college students travel to local high school campuses to tutor and motivate students toward higher achievement. Each campus is unique and has an individual agreement with the project as to how tutoring will occur. This innovation can be adopted and/or adapted statewide, wherever a college or university is nearby. Most college students need to work part-time, and the

role-model effect and enthusiasm that college youth bring to such a project greatly enhances its success. With cooperative efforts, tutoring can be successful inside or outside the classroom, during regular class periods, at noon, or before or after school. Each situation is unique, and the logistics of tutoring are worked out individually between tutor, school, and student.

Tutor-School Coordination. Tutors and teachers coordinate school resources and schedules and discuss student's needs, successes, and the methods of reaching them more effectively. The problems of communication between tutor and teacher have been resolved through planned communication. For SCORE to be adopted on other campuses, planned communication with all teaching staff and tutors is essential.

Parent Contract. Because parents play such a vital role in the academic success and aspirations of their students, parents are invited to enter into an agreement with the directors of the project. Parents are aware of the project, its purpose, and its operation. They agree to learn more of their child's vocational/academic interests, to contact their local high school during the school year, to learn of university admission requirements, and to attend at least one workshop during the year. Parent informational needs vary from community to community. SCORE has established a basic curriculum that can easily be adapted to meet the unique needs of another community.

Community Resources. Students have been provided with career-oriented field trips to help them explore and identify with various professions. Rarely, prior to SCORE, were underrepresented students involved in field trips because of budget cutbacks and because their traditional role on a high school campus has been non-academic. A number of community resources have been utilized for field trips, and an expanding list of speakers, donators, and field trips is maintained. Since each community is unique, the format to develop such resources can be passed on to the adopter, who can then adapt it to meet the unique needs of his/her community.

University Clubs. University Partners Clubs were established on project campuses to provide motivation, information, and activities to the participants on a regular basis. Local university students run club meetings, train students in leadership skills, and provide the channel for guest speakers and field trips to be accomplished. This very innovative activity has been well received by students and school alike. The attitude of pride in academic achievement which participants acquire has been a major accomplishment in SCORE. As a result of a preliminary evaluation early in the project's first year, project staff discovered that consistent motivation was needed by project participants. Since most students had not previously been involved in the highly competitive college preparatory curriculum, they had a tendency to drop their academic classes

without this reinforcement. The club has been a creative way to keep success constantly before them and has provided the one-to-one reinforcement that some students need to continue working toward their goals. With a willing faculty sponsor, similar clubs could be set up to meet the unique educational needs of any community.

Assessment Instruments

The assessment instruments utilized in SCORE FOR COLLEGE are described below. Copies of all project-developed instruments can be located in Appendix C.

Criterion-Referenced Test. The only CRT utilized in Project SCORE is the Project SCORE Pre-Post Inventory (PSSPI). Developed by project staff members in their respective areas of expertise, the instrument is divided into three sections. Section One is writing skills; Section Two is study skills; and Section Three is college information. Each of the sections was developed to evaluate the various objectives and skills that were deemed critical to the project participants' success in the program. A CRT of this type was determined to be the most appropriate type of instrument to assess the project's stated objectives/skills.

1. Writing Skills: This section measures students' attitudes toward writing and their confidence levels in the use of writing skills.

2. Study Skills: This section measures the students' grasp of basic study techniques, including listening skills, note-taking techniques, library usage, test-taking strategies, and study habits.
3. College Information: This section is designed to measure the students' general college information, including how to register, prerequisites, higher educational opportunities, special programs available, etc.

After each section of the PSPPI was developed by the project staff members, the sections were forwarded to non-project professionals in each curricular area for editing. The three sections were then returned to the project director for final editing and to ensure section cohesiveness. Pretesting of the CRT was conducted on a similar, non-project group of high school students. This resulted in minor structural changes in the instrument prior to its utilization in SCORE FOR COLLEGE.

Project-Developed Assessments. Several survey forms and process evaluation forms are utilized in this project to collect both formative and summative data. The forms were developed with the assistance of the external evaluator, drawing on his expertise and following instrument development guidelines. The various surveys provided evaluation data needed by project staff to make decisions for program improvement. The various instruments are described below:

Student Evaluation of Summer Residential Program: This is a project-developed instrument that pairs a three-category response to the various activities that students encounter in the Summer Residential Program. Candid, subjective comments from students are reviewed in making plans and changes in the Summer Residential Program for the following year.

Club Activities Evaluation: This is a brief, summative evaluation of the Activities Component. It is administered quarterly to those students in the high schools who attend club meetings.

Evaluation of College Student Club Advisor (by faculty advisor): This is a two-page evaluation on the performance of the college student assigned to the project high school as club advisor. Mailed quarterly to the supervising teacher, it involves a fixed-choice response on the club advisor's effectiveness as perceived by the teacher.

Tutor Effectiveness Survey (by student): This is a brief summative evaluation of how students who are tutored perceive the effectiveness of their tutors. It is administered quarterly to those students who have been tutored during the school year. The format is a fixed-choice response (yes-no) utilizing a three-pointing Likert-type scale.

Evaluation of UCI Student Tutor (by counselors): This is a two-page evaluation of the performance of the college student assigned to the project high school for student tutoring. Mailed

quarterly to the contact counselors at the participating high schools, it involves a fixed-choice response on the effectiveness of the tutor as perceived by the counselor.

Evaluation of College Student Counseling Intern (by local high school counselors): This is a two-page evaluation of the performance of the college student assigned to the project high school for student counseling. Mailed quarterly to the contact counselors at the participating high schools, it involves a fixed-choice response on the effectiveness of the counseling intern as perceived by the counselor.

Parent Group Evaluation of Workshops: This evaluation instrument was developed by SCORE FOR COLLEGE staff members to look at process and summative information about the effectiveness of the workshops for parents, and to provide parents with a medium to express their concerns and needs.

CHAPTER IV

ANALYSIS OF DATA

Increased minority enrollment in institutions of higher education is the long-term objective of SCORE FOR COLLEGE. Project SCORE is analogous to a picture puzzle, in that a puzzle has numerous component parts that fit together to produce a completed picture. Likewise, SCORE FOR COLLEGE has components that are interrelated and interdependent in facilitating under-represented student's admission to college. The components forming this picture help build a well-rounded educational experience for such students and enable them to complete their own educational puzzle by enrolling and succeeding in an institution of higher education.

This analysis is organized by the project's component parts. The overall project findings will begin the report, and overall project conclusions will be found at the end. The section on each component contains quotations from the participants, the stated purpose of the component, a description of the component, its objective(s), and the component's accomplishments.

Since students themselves shape their educational experience, it is critical to hear what they have to say about

SCORE FOR COLLEGE. The evaluation of each component, therefore, begins with comments from the students themselves. They bear close scrutiny, for they are not simply "selections of the best" or "positive statements," but they are the thoughts and attitudes of people who have now drastically changed their lives to accomplish something they previously had not even realized could exist for them!

SCORE FOR COLLEGE schools are high minority/low socioeconomic, and traditionally send few students on to four-year colleges or universities. The student participants were selected by their teachers and counselors while they were in junior high school. At that time, these students were viewed as having college potential but were lacking one or more characteristics which would make college a reality for them. Those characteristics included lack of motivation, underachievement, lack of parental support, lack of financial resources, etc. After three years in SCORE, a high percentage of the students have reversed the mitigating characteristics over which they had control. The following pages will give you a glimpse of students whom we believe will make it. "You can make it! - Sí Se Puede!" is our motto to them; and after three years, they are responding, "Yes! I can make it."

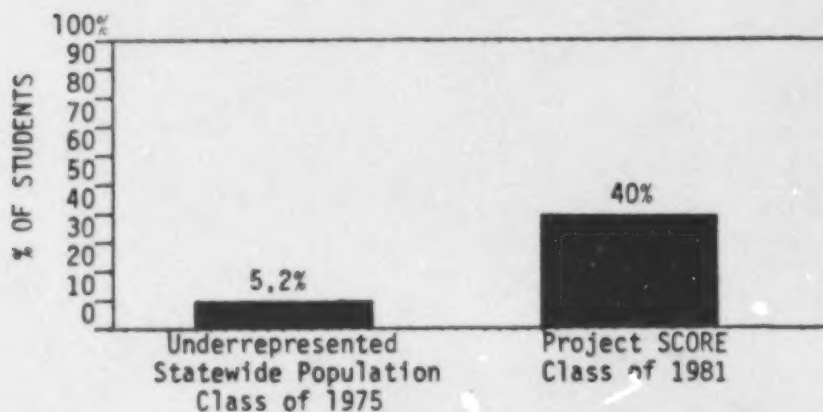
Overall Project Accomplishments

The long-term measure of success in a project such as SCORE calls for university eligibility and subsequent enrollment.

SCORE FOR COLLEGE was classified as a project addressing a statewide critical need based on the 1975 survey "Beyond High School Graduation: Who Goes to College?" which showed only 5.2 per cent⁴⁰ of California's minority graduates to be university-eligible. The class of 1981 was Project SCORE's first Senior class; of that group, 40 per cent were eligible to attend the University of California by having completed the A-F course requirements with a high enough combination of grade point average and test scores. This finding was statistically significant ($p=.001$).^{*} This data is displayed in Figure 1.

Figure 1

PERCENTAGE OF UNDERREPRESENTED STUDENTS
ELIGIBLE FOR ADMISSION TO THE UNIVERSITY OF CALIFORNIA

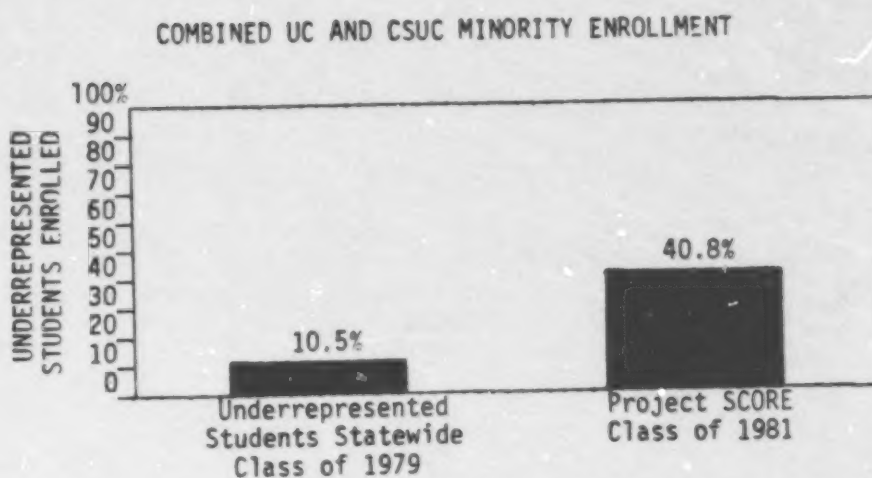


⁴⁰Ibid, p. 19.

^{*}See Appendix C for statistical data.

Statewide 1979 data, the most recent available, indicates that the underrepresented population enrolled in 4-year colleges and universities at a rate of 10.5 per cent.⁴¹ Of the first senior class of Project SCORE, 40.8 per cent actually enrolled in a 4-year college or university this fall. This finding was statistically significant ($p=.001$).^{*} This data is displayed in Figure 2.

Figure 2



These figures represent the culmination of all activities and exceed the objectives of the project as they were originally

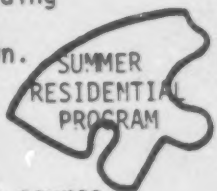
⁴¹California Postsecondary Education Commission. Information Digest, 1981, p. 24.

^{*}See Appendix C for statistical data.

set forth. In the pages that follow, other significant findings are discussed in their relation to individual project components.

In a project such as SCORE that utilizes numerous data forms, large quantities of data, and a wide variety of data, it is time-consuming and tedious to tally by hand. Through the cooperative efforts of SCORE FOR COLLEGE and UC Irvine, a computerized data management system was developed to facilitate student follow-up. The development of this system was a costly venture. Should adopters wish to use a computerized data base, it is suggested they contact SCORE for information regarding the system prior to developing a similar one on their own.

Summer Residential Program



SUMMER
RESIDENTIAL
PROGRAM

Students' spontaneous comments provide an excellent source of evaluation data. The following comments illustrate the success of the Summer Residential Program:

"Now, more than ever, I do plan to go to college."

"Like you said, 'education is one thing that will never leave you.' I believe that. I learned how to study in a more reasonable way. All things come to an end, but the things you learn will always stay."

"I learned some very interesting things such as how to cluster, communication skills, and how to study for tests."

"I have a better understanding of college life and have become a lot more serious about it."

"I feel prouder of myself and better about who I am."

"I finally got the courage to dance with a girl."

"The food was nasty and needed a miracle for improvement."

"The stereotype skits taught me to respect different nationalities...Other people are sensitive just like I am."

"I enjoyed this week! It gave me a chance...to get myself together and really think about how my education can be a positive experience."

Purpose. The major purpose of the Summer Residential Program, a one-week live-in experience, is to improve student attitudes toward schoolwork, to provide information about college, and to motivate students to pursue higher education.

Description. The Summer Residential Program consists of two intensive one-week sessions, in each of which 50 Project SCORE participants reside in the residence halls at UC Irvine. These 9th and 10th grade students, selected from among the 10 project schools, represent the various underrepresented populations (American Indian, Black, Chicano, Pilipino, and low socio-economic) in California's institutions of higher education.

Project SCORE's summer residential staff consists of 10 paraprofessional teamleaders who are college and university students from diverse ethnic and economic backgrounds and who serve as role models to the project participants. The intensity of the live-in situation requires a twenty-four hour commitment from the paraprofessional staff for the duration of the program.

Ongoing, collective learning takes place throughout the program among project participants, teamleaders, teachers, and professional staff.

The experience of living at a university provides a unique learning situation for project participants. The realization that learning is a student's individual responsibility to be pursued out of desire, rather than by force of habit, helps to develop self-reliance and independence in project participants.

The creative writing class begins the day's instruction in a small classroom situation with a ratio of approximately 20 project participants to each teacher. Learning materials include films, plays, skits, and workshops that focus on various types of cultural and educational activities. These serve a two-fold purpose: 1) to give the students learning materials with which they can identify; and 2) to give the students choice literary examples to apply to their own creative writing.

The study skills unit is presented to the group as a whole; follow-up is conducted by teamleaders in small groups, and time is allocated for individual practice and feedback as the students use their newly-acquired skills. Project SCORE's Study Skills Student Workbook and Study Skills Tutor Guidebook are introduced to the students during the Summer Residential Program and are incorporated into their daily schedule. This workbook and guidebook were developed during the first year of the project to give students an intensive and solid foundation in the study

skills that would enhance their level of learning in all academic classes.

Project SCORE participants are exposed to the various disciplines taught at a university by UC Irvine tutor/team leaders who major in such subjects as fine arts, humanities, computer science, and science. The various groups rotate daily to a different discipline (i.e., Monday, fine arts; Tuesday, science, etc.), exposing the participants to different academic disciplines and a variety of instructional methodologies.

Many learning materials are provided by guest presenters from the University faculty and staff, community representatives, and local business professionals, at no charge to the program. University staff and faculty volunteer their laboratories for tours and demonstrations which provide visual and experiential learning experiences.

The recreational program strives for group interaction in cooperative and enjoyable sports. The Program's diverse ethnic mix provides opportunities for learning about other people, and the recreational activities promote a relaxed environment in which the group can interact in a casual and informal way.

Evening sessions include information about higher education provided by guest speakers from local universities. Local community organizations give presentations on current events affecting students. Local business firms provide information on career possibilities and the educational requirements necessary

to pursue them.

Though the learning materials of the Summer Residential Program tend to be non-traditionally oriented, they can enhance any learning situation. The methodology utilized throughout the program emphasizes individual and personalized attention; however, students are also made aware of the impersonal, competitive reality of university life as they interact with professors and students.

Objective. By June, 1982, SCORE staff will provide all students participating in the Summer Residential Program with a motivational program rated highly effective by 80 per cent of the students, as measured by project-developed questionnaires.

Accomplishments. Based on project developed surveys and interviews, it was determined that 87 per cent of those students surveyed (N=100) rated the motivational aspects of the Summer Residential Program highly effective.

In a survey of the Project SCORE Summer Residential Program participants who graduated in 1981, it was found that 56 per cent are currently attending a 4-year college or university (N=32). This compares to an overall college-going rate of 40.8 per cent (N=150) among SCORE's total graduates in that year. This is discussed in the overall findings section of this report. This finding was statistically significant ($p=.001$).*

*See Appendix C for statistical data.

Students who have participated in the Summer Residential Program have been enthusiastic in their studies and project participation during the following school year. Their contagious enthusiasm has resulted in increased participation and higher morale among non-Summer Residential Program students in the club and tutorial activities during the school year. This was discovered following the 1980 Summer Residential Program. When Project SCORE staff visited schools to organize the Club, they found it was already in operation, having been organized by the summer students. Although the intent of the summer program was academic in its inception, it is evident that its major accomplishment is in the motivation it offers to students.

The program efforts resulted in an increased sensitivity to and acceptance of persons from other backgrounds. The intercultural exposure of the program helped to reduce those subjective prejudices that prevent people from venturing outside their own narrow environment and, ultimately, prevent exploration into higher education. This was observed throughout the program and verified in student questionnaires.

The students' attitude toward school and teachers improved over the 5-day program, as students accepted increased personal responsibility for their own education rather than focusing on what the school and teacher were doing on their behalf. Positive attitudes toward education in general were fostered during the week-long activities. Observations throughout the school year

have shown that students are, indeed, accepting more personal responsibility for their school work and turning in more assignments.

Students from backgrounds that do not traditionally attend institutions of higher education report fear and frustration when they first enroll at a university.⁴² Often they become so discouraged that they drop out after only a few weeks. Students who have had the opportunity to spend a week on campus, through Project SCORE's Summer Residential Program, reported feeling comfortable with their surroundings when they enrolled and knowing where to go for help when they experienced frustration or encountered problems.⁴³

The natural outgrowth of the above-mentioned accomplishments is an increase in students' self-esteem. Many students, in their subjective evaluation comments at the end of the week, reported feeling better about themselves and more confident in their ability to actively pursue admission to institutions of higher education. The summer program has reversed underrepresented students' lack of knowledge about college and the peer pressure which typically moves them away from education into an attitude of self-confidence and positive identification with higher education.

⁴²Forsberg, Dennis and Pippins, Peggy. University of California, Irvine, California. Interview, 9 December, 1979.

⁴³Wong, Colleen and Mayo, Elissa. University of California, Irvine, California. Interview, 17 October, 1981.

One of the counselors involved in the planning of the first Summer Residential Program traced his students through to graduation. He reported that, as a result of the Summer Residential Program, the student participants from high high school were 1) more realistic about their future career plans and 2) sought out information about higher education three times more often than did non-Summer Residential Program participants.⁴⁴

The Summer Residential Guidebook was developed to provide adopters with sample timelines, agendas, letters, programming and scheduling ideas as they endeavor to replicate the program in their local communities. It reflects the expertise gained during the three years of running Project SCORE's Summer Residential Program.

Recommendations. An intense program involving underrepresented youth, like the Summer Residential Program, has limitless potential for impacting on the educational, social, and emotional development of these youth. To ensure that this impact is positive, SCORE staff offers the following recommendations to future adopters.

It is recommended that a clearly defined purpose statement be developed for each Summer Residential Program and that the purpose be communicated early to all staff involved. In a live-in

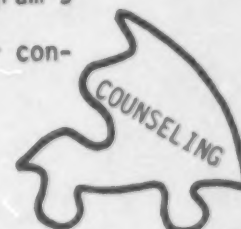
⁴⁴01 Toole, Gene, Tustin High School, Tustin, California. Interview, 19 January, 1982.

situation with teenagers, it is easy to lose sight of the program purpose in favor of the many, diverse needs of the group. Without careful monitoring and a clearly defined goal, the potential of the program's becoming an encounter group or a problem-solving exercise is very real. Without a clearly defined goal, close monitoring, and a staff supportive of the purpose, this live-in situation can become volatile.

It is recommended that the staff be oriented to the evaluation procedures and purpose in order to carry out the task of evaluation more efficiently and with a more determined effort. In a program such as this, the intent of all staff is to help people. This very people-centeredness often prevents the accomplishment of the true program goals, because it is easy to get sidetracked and because evaluation is viewed by some as unimportant busywork. It must be stressed that this program is for the sake of the students and that its evaluation, like all its other aspects, is designed to insure that students will achieve the goals set forth in the program plan.

It is recommended that consortium efforts for a summer residential program be adopted because of the prohibitive cost to a single adopter of running an entire program. Often, University Partners, Upward Bound, and/or Math, Engineering, Science Achievement (MESA) will be providing a similar experience. Perhaps SCORE adopters can share in the cost of these programs for a limited number of their students, rather than attempt to

run a summer residential program on their own. Perhaps the legislature, systemwide administrations, and/or local universities can share in the high cost of room and board. Perhaps consideration can be given to shortening the length of the program and narrowing the focus to one of the present program's several objectives. Cost-effectiveness must be a major consideration in the planning.



Counseling Component

Student and staff spontaneous comments provide an excellent source of evaluation data. The following comments illustrate the success of the Counseling Component:

"I received correct information to share with my friends."

"I'm so glad you came! I had received wrong information and was scared about college."

"I think there is a need for more counselors because of the great numbers of students who need to be reached."

"My students were anxious about four year schools. I gave them encouragement and support."

"My project students call me at home when I'm out for finals. They miss me when I'm not there."

Purpose. The major purpose of the counseling component is to provide individual academic and career counseling and to college information on project student achievement.

Description. University students, who serve as role models to the project participants, are hired and thoroughly trained in college and career information and counseling techniques by SCORE FOR COLLEGE staff. This intensive training lasts a minimum of 5 weeks, after which the counseling interns are assigned to specific high school sites.

Each counselor has an average work load of 80 students, whom they see a minimum of 2 times per year. The typical counseling session is as follows:

1. Reviewing and charting student progress A-F pattern of courses.
2. Discussing with the student future college and career plans. This includes analyzing coursework in relation to career goals.
3. Assessing current achievement in classes and making referrals to tutors if so indicated.
4. Disseminating pre-college testing information (i.e., PSAT, SAT, ACT, etc.) and scheduling students to take such exams.
5. Assisting high school students in applying to and processing college applications.
6. Updating program records and collecting any other data required by Project SCORE and/or the Early Outreach Partnership Program.
7. Promoting all Project SCORE activities.

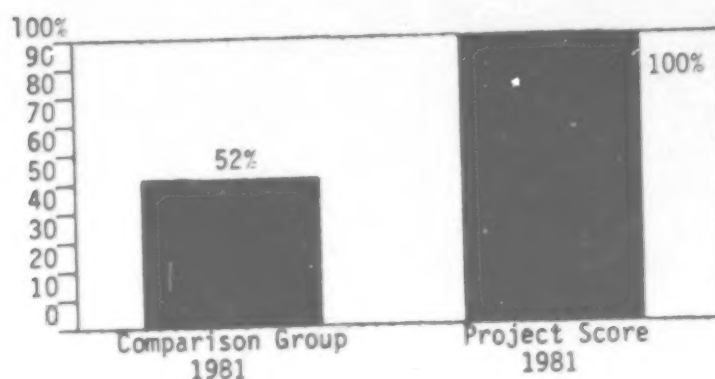
Objectives: By June 1982, 50 per cent of the identified project participants will have enrolled in two or more college preparatory courses at their local high schools, as measured by a counselor survey.

By June 1982, a minimum of 25 per cent of the eleventh grade project participants will have taken the PSAT and a minimum of 25 per cent of the twelfth grade project participants will have taken the SAT and/or ACT, as verified by local school records.

Accomplishments. By June 1981, 100 per cent of the Project SCORE participants were enrolled in two or more college preparatory courses at their local high school as compared to 52 per cent at a comparison high school. This finding was statistically significant ($p=.001$).^{*} See Figure 3.

Figure 3

STUDENTS ENROLLED IN 2 OR MORE A-F CLASSES

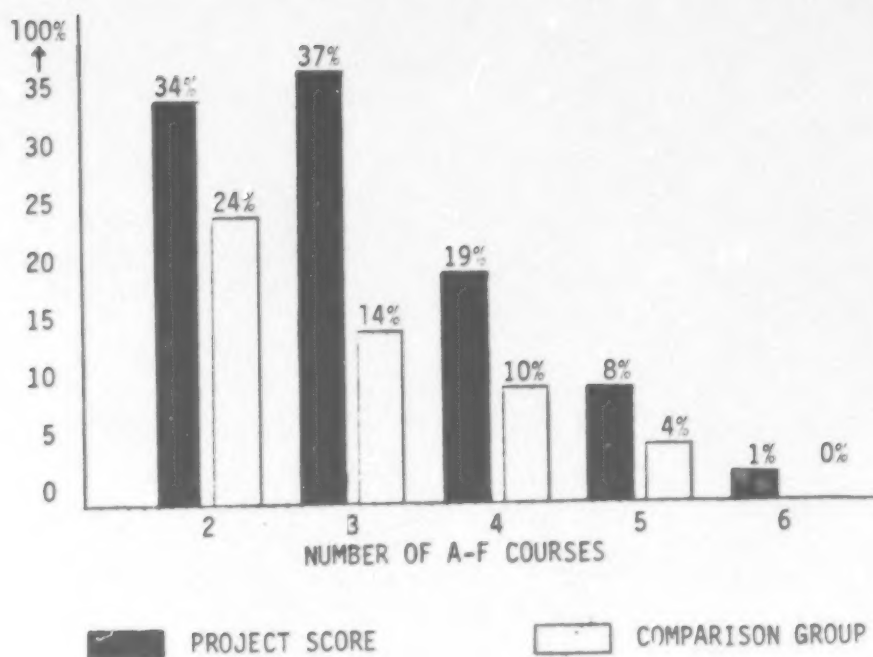


^{*}See Appendix C for statistical data.

Although the objective calls for enrollment in two or more A-F courses, students involved in SCORE have gone beyond that minimum standard as they clarified their college and university plans. The following table shows participant enrollment in two, three, four, five and six A-F courses, an impressive comparison to the control group. Students enrolling in five or more courses were enrolled concurrently at their local community college. See Figure 4.

Figure 4

ENROLLMENT IN A-F CLASSES



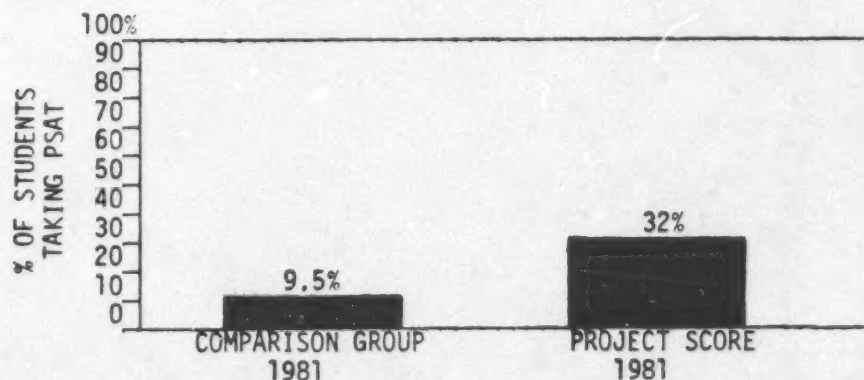
As of March, 1982, 81 per cent of the current participants are enrolled in two or more college preparatory courses. This

percentage reflects both field test and continuing students, and represents a lower preliminary rate of success than the June, 1981, figure of 100 percent indicated above. It is anticipated, based on past records, that as the length of the students' participation in SCORE FOR COLLEGE increases, the number of college preparatory courses in which they enroll will also increase, again meeting 100 percent.

By June, 1981, based on a survey of all 11th grade participants, it was found that 32 per cent took the Preliminary Scholastic Aptitude Test (PSAT). The 1982 scores are being tallied from students' transcripts, posted in January, 1982. Currently, 35 per cent of the records indicate PSAT participation. See Figure 5.

Figure 5

STUDENTS TAKING
PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)



As of June, 1981, 49 per cent of the Project SCORE seniors had taken the SAT or ACT examinations required for entrance into four-year colleges and universities. This exceeded our stated objective of 25 per cent.

Two major products resulted from the Counseling Component: the Counselor Training Guide and the Counselor Resource Book.

The Counselor Training Guide is used by College student counselors in their own training and on local school sites. The smooth flow of data, reports, and referrals from the Counseling Component indicates that the guide is being utilized effectively and appropriately by the student counseling interns.

The Counselor Resource Book is a collection of resource materials from local colleges and universities that together provide current information about enrollment, the Educational Opportunity Program (EOP), financial aid, special services, and career preparation. This has been of value to the student counseling interns as they work with project participants on their local campuses. It has also proven to be a much-sought-after resource for community and school persons dealing in higher education. Numerous requests have already been processed to provide it on a loan and/or cost-recovery basis to interested persons.

Because the Counselor Resource Book is localized, provisions have been made to provide adopters with the format and contacts at local colleges and universities to enable them to create their own adaption of the original product.

Tutorial Component



Students' spontaneous comments provide an excellent source of evaluation data. The following comments illustrate the success of the Tutorial Component:

"The tutors helped me a lot in all sorts of areas."

"They helped me know what to do for up-coming tests."

"They gave me confidence in studying."

"I really like the way they helped me in everything I wanted to know,"

"I never liked to study, but now I know that there are tricks in making studying more interesting."

Purpose. The purpose of the Tutoring Component is to provide academic support to the students who have now elected to enroll in a more rigorous academic curriculum (the A-F pattern of courses).

Description. University students who serve as role models to the project participants are hired and thoroughly trained in specialized tutoring techniques by SCORE staff. These tutors are then assigned to specific high school sites where they have an average work load of 25 high school students in grades 9-12, whom they see weekly. One-on-one or small group tutoring takes place in the areas of college preparatory classes, pre-college testing and study skills (utilizing the project-developed Study Skills Workbook). Each tutor arranges an individual schedule for tutoring with the local high school staff. Because tutors

are also university students, this schedule is changed to accommodate their quarterly schedule changes, the needs of the individual students being tutored, and the requirements of the individual high school.

Typically, tutoring is on a pull-out basis from classrooms, with prior permission of the teacher, and is held in the guidance office. Tutors interact with local teachers to see how best to meet the academic needs of the project students. The average tutoring session lasts 30 minutes with a portion of that time being devoted to instruction in study skills. Because of the diversity of tutoring situations and the broad scope of the project, weekly tutor meetings are held to facilitate communication, interaction, monitoring, evaluation, and staff development.

Objective. By June 1982, SCORE FOR COLLEGE staff will refine and expand upon a student tutorial program by providing an average of 5 academic tutoring sessions for a 200-student sample of project participants, as measured by project records.

Accomplishments. Project SCORE data indicates that an average of 9 academic tutoring sessions were provided to a 200-student sample of project participants.

As of March, 1982, 82 per cent of a sample of 200 students indicated that tutoring had resulted in improved academic performance. This is an increase of 5 per cent over data collected during the 1980-81 project year, when 77 per cent of the students indicated increased academic performance. Based on a project-

developed survey regarding tutoring, the following data was obtained:

- 84% of the students surveyed reported that, as a result of tutoring, they are turning in homework assignments more frequently.
- 78% of the students surveyed reported that, as a result of tutoring, they are now earning higher grades on quizzes, tests, etc.
- All of the students surveyed reported that they are now looking forward to being tutored and that they now study more effectively.
- 95% of the students surveyed felt that their increased academic performance is, in part, a result of their using the better study habits, skills, and methods.

A major accomplishment of the SCORE Tutoring Component, achieved over a three-year period, is a change in student attitude toward tutoring. SCORE students now actively seek out tutoring to maintain and increase their academic grades. Many students had felt that no one really cared or that tutoring was something offered only to students who were behind in classes or unable to achieve. A major emphasis in the Tutoring Component is to build the student's self-esteem by increasing their academic successes and by proving them with someone who consistently cares about their performance.

Two major products evolved from the Tutorial Component: the Tutor Training Guide and the Study Skills Workbook and its related Tutor's Guide.

The Tutor Training Guide was initiated during the first project year and has continuously been modified and re-evaluated to reflect the needs and concerns of the student tutor population. In their first quarterly report this year, project tutors spontaneously complemented the training guide for its quality and the effectiveness of its materials. The project director's and evaluator's observations have indicated that these guides are being used effectively and appropriately in the tutoring sessions on the various school sites.

The study skills curriculum developed through SCORE FOR COLLEGE was field tested as supplemental curriculum material in comparable 9th grade classrooms. Five classrooms were selected to field test the study skills materials. These classrooms were composed of underrepresented 9th grade students in average English or social studies courses in Orange County. Teachers were asked to use the College Study Skills Workbook and the Tutor's Guide, presenting one lesson each week over a five-week period. They were to observe the students in their regular coursework during the remainder of the week to see if the study skills transferred into their classroom activities. Each teacher was asked to assess the value of such a unit and to critique the content of the materials.

Accomplishments. The field test of the College Study Skills Workbook and Tutor's Guide produced an 8.5 percent mastery gain from pre to post testing. The students enthusiastically participated in the activities; a few even mentioned that they would go back over the materials they didn't have time to cover after the field test was completed so they could better learn the skills. When SCORE staff observed the units being taught, in all cases the students participated enthusiastically. All lessons were taught in a standardized manner. Teachers observing the students preparing for the Library Scavenger Hunt stated that they were pleased at the student's enthusiasm. Many students voluntarily commented in their journals that the study skills unit had been both interesting and helpful.

All teachers involved in presenting the study skills materials complemented the project staff on the quality and timeliness of the materials. They all plan to use it in their future classes and are interested in purchasing more workbooks. They all commented on the fact that a unit of this nature should be a formal part of every high school curriculum and that we expect our youth to know basic study skills without providing them with the proper guidance.

It was the observation of SCORE FOR COLLEGE staff that students needed further training in study skills regardless of ethnicity, sex, or achievement level. One field test class was a gifted class. Their needs, as observed, were as great

as the average achievers; their pre-post gains matched those of the regular classrooms, but the raw scores were higher.

The College Study Skills Workbook was utilized in the Summer Residential Program and through the Tutorial Component in addition to being field tested as curricular material. As can be seen in Figure 6, positive pre-post gains were made in all situations. The greatest gains were made when the workbooks were utilized under tutorial supervision.

Figure 6

COLLEGE STUDY SKILLS
PRE/POST PERCENT MASTERY GAINS

Summer
Residential
Program

8% gain

Tutorial
Component

12% gain

Curricular
Material
Field Test

8.5% gain



Activities Component

Students' spontaneous comments provide an excellent source of evaluation data. The following comments illustrate the success of the Activities Component:

"It gave me some insights into fields I never really thought about."

"I found out about what the different careers really were."

"Some speakers were good; some were excellent. I guess it depends on the fields you're interested in."

"I really enjoyed this field trip because this is the first time I've ever seen anything like this."

"I liked this field trip. I learned about the beach and the tide pools."

"I learned what classes to take for whatever I wanted to be."

"It helped me see more clearly what I need to take."

"I never knew exactly what the BA's, etc., were or what the different college systems offered."

"I found out what I need to do to prepare for college while I still have time."

Purpose. The major purpose of the Activities Component is to provide project participants with programs and activities to motivate them to aspire toward and prepare for college and to promote student participation in the Tutoring Component.

Description. Through the Activities Component, University Partners clubs are established on project school sites. These clubs are staffed by trained college students who serve as role models to project participants and as the club advisors. A local high school teacher serves the club as faculty advisor. Clubs meet at noon or after school bi-weekly or weekly. Business sessions, special speakers, films, fund-raisers, and field trips are regular agenda items.

Objective. By June 1982, all regularly attending club participants will give an average rating of 4 to the club's

motivational activities (on a scale of 1 to 5, 1 = ineffective; 5 = very effective), as measured by the Club Activities Evaluation.

Accomplishments. Club participants have consistently rated the effectiveness of the club's motivational activities an average of slightly more than 4.

- 92.6% of the club participants stated that, as a result of the club activities, they sought out tutoring services.
- 85.2% of the club participants stated that, as a result of club activities, they are now attempting to earn higher grades.
- 68% of the students who attended club meetings stated that, as a result of the club activities, they are now planning to attend an institution of higher education.

Officers of the club have been involved in leadership training and, with the support of the club advisors, assume responsibility for chairing and planning all activities.

A number of changes have been observed in the students as a direct and/or indirect result of club activities. There is a traditional tendency for underrepresented students to be inactive in campus clubs, but club attendance, participation, and enthusiasm on the part of the students has steadily grown. Student participants report that they write about club activities in their composition classes; prior to this involvement, they

felt their experiences would not be of interest to anyone else.

The major product stemming from the Activities Component has been the Club Advisor Training Guide. This guide was developed to train college club advisors prior to their placement on high school campuses and to provide them with resource information, materials, etc., on how to facilitate club meetings and collect necessary evaluation data. The product was developed as a result of the project director's and evaluator's on-site observations indicating that these materials and training were needed in the various areas of organizing and running a club. This guide is now being utilized effectively by the college club advisors and is critiqued, evaluated, and modified at the conclusion of each project year.

Parent Component

Parents' spontaneous comments provide an excellent source of evaluation data. The following comments illustrate the success of the Parent Component.

"I got a better understanding about the program,"

"I'm very appreciative of people offering so much help to our minorities."

"From now on I'll make an effort to come more often."

"Me gusto mucho los temas de los que habaron estuvo muy interesante. Yo voy a pedir a dios nos ayude a tener éxito." (I very much liked the topics that were spoken of



and it was very interesting. I will ask God to help us succeed.)

Purpose. The purpose of the Parent Component is to provide information on higher education and educational institutions to the parents of project participants and to help them become active supporters of their children's education.

Description. Monthly evening meetings are held in a community center to provide parents with information and to allow them the opportunity to ask questions and interact with project staff. The meetings are planned and facilitated by project staff members who are bilingual and committed to educating the community of the underrepresented. Letters are mailed each month providing parents with the meeting date, time, place, and the agenda. A telephone committee calls each parent within three days of the meeting to confirm attendance and answer individual questions. A part of every agenda allows for informal interaction with the parents because most parents feel more comfortable in a one-to-one situation than they do asking questions in a large group. When questions involving a local school situation arise, project staff help the parents interact with school officials and urge an openness in communication through the proper channels.

Objective. By June 1982, the SCORE FOR COLLEGE staff will provide to parents of participating students a minimum of ten workshops dealing with University A-F requirements, financial

aid, etc. Of those parents present at any specific workshop, 80 per cent will indicate that the workshop was helpful and/or informative to them, as measured by a project-developed questionnaire.

Accomplishments. Twelve workshops have been provided to parents of participating students dealing with relevant topics on higher education.

Based on parent evaluations in the form of project-developed questionnaires, 90 per cent of the parents who responded to the questionnaire indicated that the series of workshops designed to inform and assist them in the educational process was extremely helpful and informative.

Over the three-year span of Project SCORE, the Parent Component has evolved to a point where parents themselves are now actively planning the workshops and requesting information to meet their unique needs. This has not always been the case. Many times, during the initial stages of the Parent Component, few parents actually participated. Similar projects in other areas of California have entirely dropped their parent components. This has not been the case with SCORE FOR COLLEGE. Because of its fundamental belief that parent involvement is crucial to this type of program, SCORE staff attempted various strategies to keep the turnout of parents continuing and eventually increasing. They have accomplished to the degree that now many of the parents are leaders in the workshops. Furthermore, parents have

set up their own parent organization to further meet the group's needs beyond the specific workshops presented by SCORE staff. This is perhaps the greatest accomplishment and highest testimony to the effectiveness of the Parent Component and the total effect of the project in helping the underrepresented population that it serves attain its worthy goals.

The Parent Component Handbook was developed to share with adopters SCORE's strategies, methods, and activities. It was designed with the realization that a program of SCORE's nature would not simply be purchased and transplanted to another geographic region, but that a basic model would provide a base upon which adopters could build their own strategies and then adapt or modify the basic model to meet their own unique personnel, geographic, and economic needs.

CHAPTER V

CONCLUSION

The basic goal of SCORE FOR COLLEGE--to increase the number of underrepresented students who become University eligible--has been reached. Each of the components has played a significant role in this achievement. A model has been developed that can promote academic excellence among underrepresented youth throughout the state.

Summer Residential Program summary and conclusions were included in Chapter IV because of the unique nature of this program.

The Counseling Component was found to be critical to the overall coordination of SCORE FOR COLLEGE in that it provided the network to counsel individual program participants into required A-F College Preparatory Courses.

The Tutoring Component was instrumental in providing students with the necessary study skills and academic support to compete in college preparatory courses.

The Activities Component was found to be necessary for the continued motivation that enabled students to remain goal oriented in their academic courses as they prepared for the pursuit of higher education.

The Parent Component provided the vital link between the student's home environment and educational environment.

In summary, SCORE FOR COLLEGE achievements follow:

1. All major program objectives in all components have been met and/or exceeded.
2. Project SCORE students have become eligible for college admission at a significant rate over comparable students, both on a local and statewide basis.
3. Project SCORE students have enrolled in institutions of higher education at almost four times the rate of comparable students, both on a local and statewide basis.
4. Project SCORE students have consistently taken the Preliminary Scholastic Aptitude Test (PSAT) at more than three times the rate of a similar group of students used for comparison.
5. Project SCORE students have enrolled in two or more college preparatory courses at their high schools at a ratio of 2:1 as compared to a similar group of students used for comparison.
6. Attitudes have been changed from negative to positive towards college, academics, tutoring, and studying.
7. Self-esteem has been significantly raised and the attitude of "I can make it!" has become a reality!

Tremendous gains have been made to address the critical local problem of underrepresentation through the SCORE FOR COLLEGE program. It has not always been easy, but it has always been rewarding. This approach to solving the statewide problem of underrepresentation is worthy of adoption.

Recommendations

Persons seeking to replicate the concept of SCORE FOR COLLEGE will want to remember that there is no such thing as a magic formula that will overcome underrepresentation or inspire students to higher achievement. The program will provide a framework around which other school personnel can build a program localized to meet their own unique needs. The program will also provide opportunities for networking to assure a higher level of cooperation and student success.

In these days when society is calling for academic excellence within our schools, we must join forces to see that all students are given the opportunity to succeed. This calls for creativity on the part of teachers, administrators, and counselors. It calls for parents, teachers, and administrators to demand excellence in student work. It calls for all those associated with education to provide excellence in the instructional and support process. It calls for communication. It calls for accountability.

We, as educators, must assume our share of the responsibility to correct the problem of underrepresentation. Repli-

cating a model program that has been proven effective is one way to assume that responsibility. In these days of declining educational dollars, replication is a sound economic strategy. The SCORE FOR COLLEGE program is one such model and has been successful in the State of California.

TEST FOR SIGNIFICANCE OF
DIFFERENCE BETWEEN TWO PROPORTIONS

Topic	Project Page Number	Project		Comparison		Z	Probability
		N	Proportion	N	Proportion		
U.C. Eligibility	14C	150	.40	689	.052	13.92	.001
Minority Enrollment	14d	150	.41	6718	.11	9.8	.001
Enrollment in 4 yr. college	14k	150	.41	32	.56	12.67	.001
A-F Classes	14r	99	1.00	112	.52	12.33	.001

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